

COMPARATIVE ANALYSIS OF U.S. AND DANISH ARMY LEADER
DEVELOPMENT STRATEGIES

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General Studies

by

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

COMPARATIVE ANALYSIS OF U.S. AND DANISH ARMY LEADER DEVELOPMENT STRATEGIES, by Major Kenneth A. Starskov, 93 pages.

Armies share one common characteristic. An Army cannot recruit its military leaders off the street. Every Army must grow its leaders from the nation's young women and men, nurture the youngsters into mature military leaders, and develop senior officers, generals, and national leaders.

The U.S. Army's Leader Development Strategy for the 21st Century Army acknowledges a gap between the 20th century officer's training and education and the challenges the 21st century operational environment poses to leaders of all ranks in the U.S. Army. The ALDS outlines an increasingly uncertain, complex, and competitive operational environment as hybrid threats challenge us across the full spectrum of operations.

The U.S. Army and the Danish Armed Forces face similar challenges. In Denmark, though, no overarching leader development strategy exists. The leader development strategy must be inferred from several documents. This thesis compares the specific U.S. Army Leader Development Strategy with the Danish Armed Forces and Danish Army leader development systems, policies and tools to draw lessons learned for the Danish Armed Forces and the Danish Army in particular. Subsequently, the thesis applies a cultural applicability test to assess whether the identified lessons learned from the U.S. Army Leader Development Strategy are applicable in a Danish context.

Four main lessons learned are identified. First, the Danish Armed Forces must develop an overarching strategic document, which details ends, ways, and means for all services. Second, The Danish Armed Forces must redefine perception of leadership and leader development and engage senior leadership in promoting leader development. Third, an element within Army Operational Command must be responsible for leader development and for being the link between the joint level and the Danish Army. Fourth, tools must be developed for leaders and commanders to assist and smooth the planning, preparation, execution, and assessment of leader development activities in units.

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Lastly, I have invested time and resources in this project that could have been spent with my family. An officers' family is truly the greatest gift. As an officer and soldier, I am fortunate to have a supporting and loving family to back me up. Thank you Rikke and Storm for your relentless support.

Soldiers in the Danish Army put their lives and health at risk for a greater cause. Those soldiers deserve the best possible leadership. This thesis is dedicated to soldiers in the Danish Army serving Denmark in demanding international missions in the past, present, or future.

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ACRONYMS

ACC	Army Capstone Concept
ADP	Army Doctrine Publication
ALDS	Army Leader Development Strategy
AOC	Army Operational Command [Denmark]
CAL	Center for Army Leadership
CCJO	Capstone Concept for Joint Operation
CGSC	U.S. Army Command and General Staff College
FKOBST	Forsvarskommandobestemmelse (Danish joint level directive)
FM	Field Manual
FOKUS	Forsvarets Kompetence- og Udviklingssystem (Danish Armed Forces Competency and Development System)
GDP	Graduate Degree Programs
GEN	General
IDP	Individual Development Plan
LDS	Leader Development Strategy
LTG	Lieutenant General
NCO	Non-commissioned officer
ODP	Officer Development Plan
OE	Operational Environment
OER	Officer Evaluation Report
RDMA	Royal Danish Military Academy
SGA	Small Group Advisor
TTP	Tactics, techniques and procedures

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CHAPTER 1

INTRODUCTION

The dynamic nature of the 21st-century security environment requires adaptations across the force. The most important adaptations will be in how we develop the next generation of leaders, who must be prepared to learn and change faster than their future adversaries. Simply put, developing these adaptive leaders is the number-one imperative for the continued health of our profession.

— GEN Dempsey, *Army Magazine*, February 2011

Armies around the world share one common characteristic. An Army cannot recruit its leaders off the street. As the state in most cases has unrestricted monopoly on the military profession, every Army must grow its leaders from the nation's young women and men, nurture the youngsters into mature military leaders and develop senior officers, generals and national leaders.

Introduced in November 2009, the U.S. Army's Leader Development Strategy for the 21st Century Army (ALDS) acknowledges a gap between the 20th century officer's training and education and the challenges the 21st century operational environment (OE) poses to leaders of all ranks in the U.S. Army. The ALDS outlines an increasingly uncertain, complex, and competitive OE as hybrid threats challenge us across the full spectrum of operations. Hence, the Army leader's ability to overmatch a potentially well-armed, well-trained, well-equipped, and ideologically inspired enemy while taking care of his or her soldiers' physical and mental condition has never seemed more important or overwhelming (ALDS 2009). Furthermore, an ever-increased focus on moral and ethical behavior in warzones to ease the suffering of the local population and safeguard the international community's legitimacy when applying its power in sovereign nations, further adds to the Army officer's requirements portfolio. Similarly, terms such as

courageous restraint (Naylor 2010) depicts how soldiers must be willing to bear an increased risk to reduce civilian casualties in conflicts. The ALDS summarizes the importance of leadership by stating:

Leadership is the foundation upon which all else is built for the Army to fight and win our nation's wars. The very survival of our nation is dependent on the quality of its leaders and the system that produces them. Our Army can afford nothing less than the highest quality of leadership. The development of leaders is one of the Army's foremost responsibilities. The quality of its leader development system determines the leadership quality of the Army's officers. (ALDS 2009)

The ALDS's very purpose is to respond to the 21st century challenges and to breach the gap between the 20th century leader development and U.S. present and future demand for confident, competent, and versatile Army officers.

As a long-time partner and ally, Denmark has fought alongside the U.S. in Afghanistan and Iraq. The Danish officers have adapted to the ever-changing OE step-by-step, unit-by-unit. As one would expect, the challenging missions also sparked changes in the Danish strategies. Four documents frame the Danish Armed Forces leader development strategy. First, introduced in 2007, the Danish Armed Forces Competencies Development and Evaluation System (FOKUS, which is the Danish acronym used for the Competency Development and Evaluation System) is the Danish Armed Forces competency development strategy and simultaneously serves as a part of the leader development strategy. Second, the Danish Defense Command capstone document, Forsvarskommandobestemmelse (FKOBST) (Danish Joint Staff regulation) 180-2 defines rules and regulations for training officers in the Danish Armed Forces. Third is the Danish Defense Personnel Strategy, which outlines priorities for the Danish Armed Forces. The strategy covers the sub-areas of manning, professionalism and employee terms and wellbeing. Under professionalism, the strategy states:

Officers, enlisted personnel and civilians [in the Danish Armed Forces] must, throughout their career undergo a systematic competency development, to first of all enable them to become more proficient in their work and then get the opportunity to gain new and challenging tasks. This is done in order to motivate employees to develop as the requirements for the [Danish] Armed Forces and [the Danish] society is changing. The [Danish] Armed Forces will strengthen the systematic training and development of leadership competencies for all with leadership responsibilities—Civilian as well as military.

Fourth, the Danish Defense Personnel Policy outlines the Danish Armed Forces baseline values, what it means to be an employee in the Danish Armed Forces, policies regarding competency development, work-life balance for employees, the Danish Armed Forces social responsibility and policies regarding safety and health on the work place. Figure 1 depicts the documents used to infer the Danish Armed Forces Leader Development Strategy.

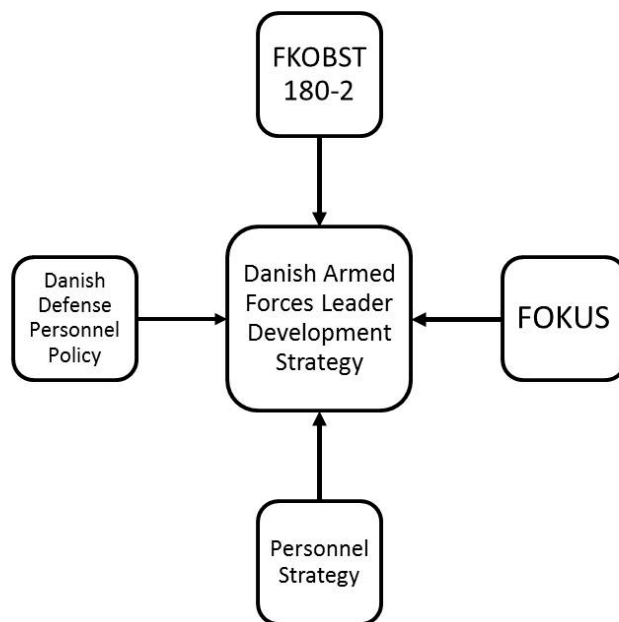


Figure 1. The Danish Leader Development Strategy

Source: Composed by author based on Danish Defense publications.

The strategy clearly links to the Danish Armed Forces mission, but the strategy only makes a very generic and overall reference to the OE. Similarly, an overall document tying the four documents together to substantiate a comprehensive leader development strategy does not exist. Compared to the ALDS, essential elements present in the ALDS seem to be missing from the Danish LDS. One could argue that the Danish Armed Forces leader development strategy is somewhat incomplete. In addition, the strategy's joint character suggests a risk that the joint strategy does not fully capture specific traits from the Danish Army culture, mission, tasks, and context. The risk assumed by the Danish Armed Forces is the LDS is potentially unable to efficiently and effectively support the Danish Army's ability to develop leaders for 21st century conflicts. Consequently, the Danish Armed Forces LDS as a strategy might be incapable of meeting the demand for a clear-cut, focused, and well supported leader development strategy in the Danish Army.

Proposed Research Question

This thesis examines the U.S. ALDS and the Danish Armed Forces LDS as two case studies with the intent to compare the two different leader development strategies to focus on lessons learned from the U.S. ALDS which could be applicable to the Danish Armed Forces, specifically the Danish Army. Hence, the primary research question is: What lessons can the Danish Armed Forces, specifically the Danish Army, learn from the U.S. Army Leader Development Strategy?

The primary question is divided into three secondary questions: First, what elements are essential for an Army leader development strategy? Second, how does the U.S. ALDS differ from the Danish LDS? Third, what cultural aspects affect the

possibility for applying lessons learned from the U.S. Army to the Danish Armed Forces and the Danish Army?

Draft Thesis

In general, the organization of the Danish Armed Forces and Danish Army contribute to the constraints put on Army leader development. All research activities and all innovative initiatives and developments within the leader development domain are conducted at the Royal Danish Defence College, a joint level institution. There is no organizational unit or staff element in the Danish Army Operational Command (AOC) or subordinate commands responsible for leader development. Furthermore, products are developed for use across all services and branches—for example, the Danish Armed Forces Values are common to all services. It is reasonable to argue, an organization such as the Danish Armed Forces, especially in resource constrained times, must conduct as many activities as possible across services to improve efficiency. On the other hand, the Army, Navy and Air Force have individual characteristics, missions, and cultures that call for individual solutions created for the individual service. This thesis argues that the Army's mission characteristics are so different from the Navy's and Air Force's that an artifact such as core values must be Army-specific to pose a real value to the Army's soldiers and leaders.

Hence, this research's thesis is that four lessons can be learned from the U.S. ALDS applicable to the Danish Army:

First, an overarching strategy should be developed and implemented to define and frame leader development in the Danish Armed Forces and to describe the ends, ways, and means for the Danish Armed Forces. The new leader development strategy should

include a definition of the term leader development to be used throughout the Danish Armed Forces.

Second, tools must be developed to support leaders at company and battalion level in developing junior Army officers. Tools refer to specific tools (plans, methods, resources etc.) and points of reference executing leader development activities (warrior ethos, officers profile, Army values etc). The Danish Army must develop specific Army values and codify/formulate a warrior or soldier ethos, which can serve as a vehicle for raising and maintaining standards and, at the same time, serve as a tool to develop leaders. The current joint values do not accurately match the challenges the Danish Army faces today or in the future. Furthermore, the officer profile used at the Royal Danish Army Military Academy (RDMA) should be used throughout the Army as another tool to assist leaders and commanders executing leader development activities. Likewise, a useful tool to support leader development is *The U.S. Army Chief of Staff's Professional Reading List* or similar focus on key elements from the operational environment specific to Army mission, history, or culture. Such tools would create a context for leader development specific to Army needs and create a common point of reference when Army leaders refer to leadership.

Third, an element within the Army Operational Command should have leader development as its raison d'être to affect the products developed at the joint level (Royal Danish Defence College), to advise commanders executing leader development activities, to inspect leader development activities throughout the Army, to act as executive coaches, and to teach at Army courses such as the Battalion Command Preparation

Course. This thesis argues that specific personnel resources needed for this mission are present in the Danish Army today.

Fourth, and finally, the Danish Army senior leadership must make leader development an Army top priority. The top-level officers must not only set the standards for leader development, but also actively engage in leader development activities as inspirators, mentors, and trendsetters.

Key terms

Leader Development vs. Leadership Development

Developing leaders has become mainstream business, which is generally considered a core competency in any larger organization. The industry encompasses countless experts ranging from individuals offering coaching and leader training programs to large companies that blend consulting, research, education and training services and universities and business schools focused on education and research. Without any clear regulation and centralized industry authority, terms are used interchangeably. Specifically, the terms leader development and leadership development can cause some confusion when comparing different organizations' publications and source material. Thus, this section discusses and defines leader development and leadership development to establish a common understanding as the thesis uses both terms.

The Center for Creative Leadership (CCL) is the world's largest institution devoted exclusively to leadership research and education. For more than three decades, CCL has studied and trained hundreds of thousands of executives and worked with them to create practical models, tools, and publications for the development of effective leaders

and leadership (Van Velsor et al. 2010, cover). In the *CCL Handbook of Leadership Development*, the authors define leader development as “the expansion of a person’s capacity to be effective in leadership roles and processes. Leadership roles and processes are those that facilitate setting direction, creating alignment, and maintaining commitment in groups of people who share common work” (Van Velsor et al. 2010, 2). Thus, according to CCL, leader development focuses on the individual as one aspect of the broader process of leadership development. CCL defines leadership development as “the expansion of a collective’s capacity to produce direction, alignment, and commitment. A collective is any group of people who share work, for example, teams, work groups, organizations, partnerships, communities, and nations” (Van Velsor et al. 2010, 20). Clearly, CCL understands leader development as linked to the individual, and leadership development linked to the collective organization.

The internationally recognized Harvard Business School also provides executive education for high potential leaders. The Harvard *Program for Leadership Development* “equips functional managers with the advanced decision-making and execution skills they need to excel as multifaceted leaders. You will emerge well equipped to take on greater cross-functional responsibilities—and ultimately drive performance throughout your organization” (Harvard 2012). The program evidently understands leadership development as the activities supporting individuals developing personal leadership competencies.

John Adair is one of the world’s leading authorities on leadership and leadership development. After being senior lecturer in military history and adviser in leadership training at the Royal Military Academy Sandhurst, and Associate Director of The

Industrial Society, in 1979 Adair became the world's first Professor of Leadership Studies at the University of Surrey. In 2009, Adair was appointed Chair of Leadership Studies United Nations System Staff College in Turin. In *How to Grow Leaders*, Adair presents seven key principles of effective leadership development. Introducing the seven principles, Adair states "It is not easy to distribute these principles between the individual concerned (the person who wishes to grow as a leader) and the organization that he or she happens to be working for at the time. The best result springs from a kind of partnership or informal contract between the two." Even though leaning towards leadership development focused on the individual, Adair recognizes the organizational context of the endeavor.

Dr. Gary Yukl is the Professor of Management and Department Chairperson at University of Albany. Yukl's current research and teaching interests include leadership, power and influence, and management development. In his book *Leadership in Organizations*, which is widely cited and used in many universities around the world, Yukl addresses how to develop leadership skills via formal training, developmental activities, or self-help activities. Yukl undoubtedly defines leadership development as focused on the individual leader.

The U.S. Army defines leader development as

a deliberate, continuous, sequential, and progressive process grounded in the Army values. It grows Soldiers and Army Civilians into competent and confident leaders capable of directing teams and organizations to execute decisive action. Leader development is achieved through the life-long synthesis of the knowledge, skills, and abilities gained through education, training, and experience. The Army Leader Development Program will generate a range of initiatives to produce leaders with the proper education, training, and experience to lead our Army in the future. (ALDS 2009)

Hence, the U.S. definition comprises every activity throughout an officers' career, which contributes to grow the officer and add to the officers' personal competence, social competence (Goleman 2002) and professional skills, morals, or values.

The Danish Armed Forces distinguishes between officer training and education and leader development. An official definition on leader development does not exist. The RDMA teaches the officers basic training levels I and II, and the captains career course.

The RDMA defines the purpose of leader development as

Through a focused and systematic effort to increase the officers personal leadership competencies. The goal is to grow leaders who, besides the necessary professional competencies also possess such leader competencies (personal and social competencies) that the officer exhibits the personal authority necessary to lead and command units. The leader development program supplements and integrates in the professional development activities.

Clearly, the RDMA focusses on the individual leadership skills when addressing leader development. Similarly, the Danish Armed Forces define officers training as

Danish Armed Forces officer training programs will support the Danish Armed Forces mission: "By fighting and winning our troops promote a peaceful and democratic development in world and a safe and secure society in Denmark." Active duty officer programs must support the military mission by meeting the need for officers on the proper level and with a relevant competence profile. The competence profile emphasizes the officers' ability to plan, lead, manage, command, and develop military operations and activities at the appropriate level in support of the defense of Denmark as well as international missions, in preparation for this and the pre-deployment and training situations, and to manage personnel, equipment and economy in a politically controlled government enterprise to support the Danish Armed Forces mission. Similarly, the officer must be developed to work both within the Army and at the joint level, with interagency and international partners, according to the officers' rank and experience. (FKOBST 180-2)

To sum up the rather confusing use of the terms leadership development and leader development, three different activities/resources are described. First, the collective sum of leadership capabilities in an organization, which according to CCL can be

enhanced through leadership development. Second, the activities and programs aimed at developing specific leadership traits and leadership competencies in individuals, described by Yukl and the U.S. Army as leadership development and by the Danish Army and CCL as leader development. Finally, the comprehensive and continuous process of developing leaders' personal competence, social competence (Goleman 2002) and professional skills throughout their careers is called leader development in the U.S. Army and officers training in the Danish Army.

As the U.S. ALDS is the point of origin for this thesis, the thesis uses U.S. definitions. Thus, the thesis uses the term leader development about comprehensive, continuous activities to develop the full range of the officers' competencies. The thesis uses the term leadership development about activities aimed at developing leadership competencies at the personal level.

Strategy

A strategy consists of four basic elements: a description of the present state, the ends, the ways, and the means (Yarger 2006, 5). The present state is the starting point for development. The ends are the objectives for the strategy. Thus, the purpose of the strategy is to bridge the gap between the present state and the ends. The ways describes concepts by which to accomplish the ends and the means describes the resources available or needed to execute the concepts. Although directed towards analyzing national strategies, Yarger's framework also provides several relevant premises for addressing leader development strategies. Chapter 2, "Literature Review" further discusses the strategy concept.

Danish Armed Forces Organization

This thesis refers to elements and organizations within the Danish Armed Forces.

Figure 2 presents the Danish Armed Forces organization and related key terms to assist the non-Danish reader's ability to correlate entities from the Danish Armed Forces.

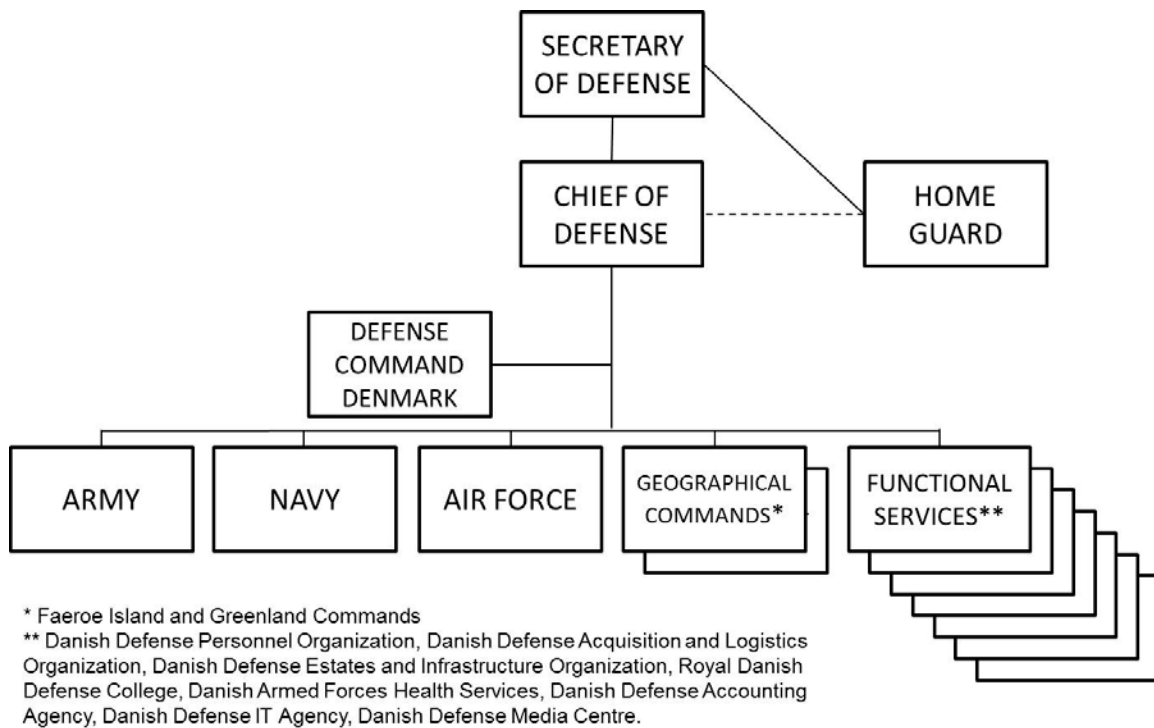


Figure 2. Danish Armed Forces Organization

Source: Composed by author based on *Facts and Figures*, The Danish Armed Forces, February 2011.

As described, Defense Command Denmark (the joint level) issues most capstone documents relating to leader development in the Danish Armed Forces. Defense Command Denmark usually tasks the Functional Services with relevant subject matter expertise to draft the documents, conduct relevant research, or other activities in relation

to the area. The Danish Defense Academy is responsible for leader development and leadership development in the Danish Armed Forces.

Danish Army Leader Development Strategy

Although there is no overarching document titled Danish Armed Forces Leader Development Strategy, this thesis refers to the four Danish publications framing leader development as Danish Armed Forces Leader Development Strategy (Danish Army LDS) (see figure 1). Hence, this thesis infers the strategy from available documents. Chapters 2 and 4 discuss and analyze these documents' correlation.

Assumptions

Since the foundation of this thesis is the U.S. ALDS, the thesis assumes the U.S. ALDS itself and the individual elements of the strategy constitute a mature and developed strategy. If the U.S. ALDS was not a mature and well-developed strategy, a lesson learned comparison and subsequent assessment of applicability to the Danish Army would be of lesser or no value. To prove that assumption beyond the discussion in Chapter 1, it would be necessary to research the entire aspect of efficient and effective leader development and leader development strategy—a comprehensive project beyond the scope of this thesis.

The Center for Army Leadership (CAL) is situated within the Combined Arms Center at Fort Leavenworth, Kansas, subordinate to the U.S. Army Training and Doctrine Command. “The Center for Army Leadership is committed to developing great leaders to inspire and motivate the very best Soldiers in the world” (CAL 2011). The U.S. Army puts substantial efforts into researching and developing the ALDS. In addition, as the

U.S. Army has been decisively engaged in combat and counterinsurgency operations for the last ten years, this thesis assumes the U.S. ALDS is a mature and well-developed strategy. According to COL Thomas Guthrie, CAL's Director, CAL has two primary areas of responsibility: leadership and leader development. In terms of leadership, CAL develops and promulgates the Army's leadership doctrine as expressed in Field Manual (FM) 6-22, *Army Leadership*, and conducts research to promote the advancement and understanding of leadership. Leader development is the process of growing agile and adaptive leaders for the operational environment. Leader development occurs in the institutional, organizational, and self-development domains. CAL's role is to ensure the Army's leader development programs are vertically synchronized, progressive, and sequential for each cohort (officer, non-commissioned officer, and Department of the Army Civilian), and horizontally integrated across cohorts. Every leader development program in the generating force is dynamic and focused on providing maximum flexibility to support the operating force.

This thesis also assumes that organizational elements such as warrior ethos, Army values, and officer profiles are best understood and utilized in an Army context. Therefore, even though the analysis compares the U.S. Army with the Danish Armed Forces (joint level), references will be made specifically to the Danish Army for Army-specific topics.

Finally, this thesis also rests on the assumption that it is in fact possible to apply lessons learned from the U.S. Army to the Danish Army. The assumption's depth and breadth is partially mitigated by a cultural analysis, but a multitude of factors could influence the applicability of lessons learned. Other factors affecting applicability could

be organizational structure, budget considerations, and training. Furthermore, this thesis argues that, even though in some cases distinctly different from the surrounding society, the armies in U.S. and Denmark mirror the society to such an extent that Hofstede's dimensions of national culture are useful without any further translation into a military context.

Scope and limitations

This thesis examines the U.S. ALDS compared to the Danish Armed Forces LDS. Compared to the U.S. Armed Forces and the U.S. Army, the Danish Armed Forces is a relatively small organization. The Danish Armed Forces is characterized by centralization of efforts that are the same or similar in all services and functional commands. As the U.S. ALDS is the foundation of this thesis, a number of elements such as mission, Army values, and operational environment will be Army-specific. Hence, a comparison with the Danish Army exclusively would also be relevant. A number of critical elements of the Danish LDS such as values and guiding strategic documents, though, are found at the joint level. Thus, a comparison between the U.S. ALDS and the Danish Armed Forces LDS provides the most accurate base for comparing relevant elements of each LDS.

Delimitations

The thesis will not address sister services' leader development strategies in the U.S. or in Denmark with joint level leader development policies and research in Denmark as the exception. Furthermore, this thesis does not discuss the quality of leadership nor leader development activities.

Arguably, leader development is this thesis' core and center. Thus, it would be natural to explore leader development as a phenomenon, its elements, best practices, tools, methods and much more. Though interesting and important, this thesis will not research, describe, and compare the detailed elements of leader development, as it would be far too detailed to be encompassed in this thesis. Furthermore, a strategy should describe the ends, ways, and means but not detailed information on how to execute the ways by the means.

It would also be relevant, to incorporate the basic theories on business strategies and a theoretical approach to LDS. Although relevant and interesting, such an approach is beyond this thesis' scope. Based on the presentation in chapter 2, this thesis argues that Corporate Executive Board's *Anatomy of an Effective LDS* distills and refines the theories and best practices used to develop and shape large and successful corporations' business strategies and leader development strategies, which makes it very useful to incorporate in this thesis.

The U.S. ALDS addresses U.S. Army civilians, non-commissioned officers (NCOs), and officers. To limit the scope of the thesis, the thesis will focus solely on the officer segment in both the U.S. and Denmark.

Significance of the study

Any Army must be a learning organization to adapt to tomorrow's challenges. An important part of learning is looking at other organizations to establish whether lessons learned in other countries—often at great cost—are applicable at home, especially when it comes to sharing research or research-based results, and material, as research is often time-consuming and expensive. Hence, any comparison between U.S. and Danish ways

of training, educating, deploying, leading, or commanding soldiers is relevant. During the research for this thesis, no similar work has been found. Hence, this thesis is thus far the first attempt to draw lessons learned from the U.S. ALDS to apply to the Danish realities.

Thesis Organization

Chapter 1 introduces the problem, the research question, the thesis and frames important concepts necessary to create a common foundation on which to understand the thesis. Chapter 2 reviews the available literature. Chapter 3 lays out the analytical methodology used to analyze the research question and the research method used to gather necessary information. Chapter 4 analyzes and derives essential Army leader development components and compares U.S. ALDS and the Danish Army LDS. Furthermore, chapter 4 applies cultural perspectives to assess the findings' applicability for the Danish Armed Forces, specifically the Danish Army. Chapter 5 will provide conclusions, answer the research question, and list recommendations to the Danish Army (and perhaps the U.S. Army).

This chapter has presented the thesis background, problem statement, and research question along with key terms, assumptions, scope and limitations, and delimitations. The next chapter lays out the literature review to include the theorists and the two case studies.

CHAPTER 2

LITERATURE REVIEW

Strategy without tactics is the slowest route to victory. Tactics without strategy is the noise before defeat.

— Sun Tzu, *The Art of War*

Chapter 1 introduced this thesis. This chapter reviews existing, relevant literature to frame the methodology discussion in chapter 3 and the analysis in chapter 4. Initially, to support the research question, “What lessons can the Danish Army learn from the U.S. ALDS?”, this chapter introduces strategy as a concept and LDS as a concept. To utilize both concepts in an analytical framework, chapter 3, Methodology will build the analytical framework from the strategy and LDS concepts presented in this chapter. The purpose of this analytical framework is to compare and assess the U.S. and Danish LDS. Subsequently, this chapter lays out dimensions of national culture’s influence on the applicability of the final findings. Likewise, Chapter 3, “Methodology” builds a framework for assessing the applicability of lessons learned from the U.S. ALDS to the Danish LDS. In this chapter, following this initial introduction, respective sections introduce theorists and experts used throughout the thesis. In addition, this chapter explains the U.S. and the Danish LDS to include the strategies’ context, content, and the tools associated with the strategies. The presentation of the U.S. and Danish LDS respectively will be descriptive in nature, as chapter 4 will analyze the strategies’ relationship with theory and compare the strategies as a prerequisite to answer the thesis research question.

Strategy and Leader Development Strategy

The importance of strategy can hardly be underestimated. Without strategy, whether at the national level, in a strategic or operational level military organization or in a large, multi-national corporation, the organization moves forward without purpose, direction or ability to evaluate its activities in a relevant context. Thus, an Army's LDS not only serves to set direction and provide purpose, it also links the direction and purpose to the Army's context and the resources available at any given time. Hence, this thesis must examine strategy as a concept to understand what elements are essential for the strategy to serve its true purpose. This thesis uses Dr. Harry R. Yarger's work on strategy as a point of reference when discussing and assessing the U.S. and Danish LDS respectively. The Corporate Executive Board's (CEB) empirically generated anatomy of a LDS is used by commercial corporations. The CEB model forms the basis for discussing more detailed concepts pertaining to LD.

Dr. Harry Yarger on Strategy

Strategy can be viewed from a number of different perspectives: the business world (corporate strategy, marketing strategy, investment strategy, and business unit strategy), negotiation strategy, sports strategy, military strategy, and national strategy. As with any other professional terms that become mainstream, strategy is used in many different situations— some relevant and some out of context. Throughout history, strategy has been discussed and evaluated. One of the earliest evidences of strategic thinking is Sun Tzu, the traditionally acknowledged Chinese general and writer (traditional 544–496 BC) whose work *The Art of War* is still considered valid by many military historians. Sun Tzu states: “Strategy without tactics is the slowest route to

victory. Tactics without strategy is the noise before defeat.” A strategy within any military organization is by nature subject to the country’s grand strategy. The grand strategy dictates the lower-level strategies directly or indirectly through other publications in the hierarchy.

Dr. Harry Yarger is the Professor of National Security Policy in the Department of National Security and Strategy at the U.S. Army War College. Yarger teaches courses in Fundamentals of Strategic Thinking, Theory of War and Strategy, National Security Policy and Strategy, and Grand Strategy. Yarger’s research focuses on national security policy, strategic theory, and the education and development of strategic-level leaders. Yarger describes strategy as “the calculation of objectives, concepts, and resources within acceptable bounds of risk to create more favorable outcomes than might otherwise exist by chance or at the hands of others. [It is] a coherent blueprint to bridge the gap between the realities of today and a desired future” (Yarger 2006). Since September 11, 2001, many new security strategies have been published to “bridge the gap.” From the U.S. President and down through the national security hierarchy, strategies such as the National Security Strategy, National Defense Strategy, and National Military Strategy have been revised to reflect globalization and Overseas Contingency Operations (OCO) (formerly known as the Global War on Terror) in the national security environment. Recently, the President and the Secretary of Defense presented the revised National Defense Strategy, which reflect the new strategic realities for the United States. Most notably, the national deficit now directly affects the national strategies. Yarger’s description of objectives, concepts, and resources also translate to ends, ways and means. Either phrasing is evident throughout the U.S. national strategies. As in the National

Security Strategy where section III outlines the four overall national objectives (ends): security, prosperity, values, and international order and the underlying concepts (ways) used towards the objectives. The National Security Strategy level does not express means explicitly. Still, the underlying National Defense Strategy or National Military Strategy addresses means (resources) more clearly.

The strategy concept used in this thesis to describe and define a LDS is developed to address strategy at the national level. According to Yarger, “Strategy provides a coherent blueprint to bridge the gap between the realities of today and a desired future” (Yarger 2006). Thus, it is necessary to know the present state, the need to change or evolve, and the desired future conditions to achieve. Strategy directs how to use available resources to accomplish the organizations’ objectives. Strategy describes ends, ways, and means, where ends are the objectives to achieve, ways are the concepts by which to achieve the ends and means are the resources available or needed to execute the ways. As strategy is hierarchical, a strategy at one level can become a concept or a program (way) at the higher level. For example, the National Defense Strategy, a strategy in itself, is one of several programs or concepts comprising the ways in the National Security Strategy.

Purpose guides the application of ends, ways, and means. In national strategy, the purpose is to protect or advance national interests. In the U.S. ALDS, the purpose is to “restore balance and prepare for a future of full spectrum operations by introducing a series of imperatives which will become the ‘touchstone’ for policies, processes, and resources to support our leader development programs” (U.S. ALDS 2009).

Yarger outlines 15 strategic premises, by which to recognize a complete strategy (see table 1).

Table 1. Yarger's 15 strategic premises

- | |
|--|
| <ol style="list-style-type: none">1. Strategy is proactive and anticipatory, but not predictive.2. Political purpose dominates all strategy.3. Strategy is subordinate to the nature of the strategic environment.4. Strategy is holistic in outlook.5. Strategy creates a security dilemma for the strategist and other actors.6. Strategy is grounded in what is to be accomplished and why it is to be accomplished.7. Strategy is an inherently human enterprise.8. Friction is an inherent part of strategy.9. Strategy focuses on root causes and purposes.10. Strategy is hierarchical.11. Strategic theory is that strategy has a symbiotic relationship with time.12. Strategy is cumulative.13. Efficiency is subordinate to effectiveness in strategy.14. Strategy provides a proper relationship or balance among the objectives sought, the methods used to pursue the objectives, and the resources available for the effects sought at its level in the hierarchy.15. Risk is inherent in all activity. |
|--|

Source: Harry R. Yarger, *Strategic Theory for the 21st Century: The Little Book on Big Strategy* (Strategic Studies Institute, Army War College, February 2006), 5-16.

The strategic premises are useful to demonstrate Yarger's strategy concept as valid to describe and analyze LDS as well. All premises are relevant to consider when the LDS is drafted, revised, implemented, and managed. This thesis will point out four premises to show the framework's relevance to describe and analyze the LDS. First, strategy is proactive and anticipatory, but not predictive. The U.S. ALDS shows this premise when describing the relationship between time, strategy, planning, and uncertainty as the ALDS states:

It is one of the enduring strengths of our Army that throughout our nation's history we have developed leaders capable of meeting both current and future national security challenges. Yet, we must not take our past success in developing leaders for granted. Our leaders are performing superbly in combat in Iraq and Afghanistan today, but we must review and revise our LDS to prepare the next generation of leaders for the complexities of the future operational

environment waged across the spectrum of conflict. This requires continual adaptation. (U.S. ALDS 2009)

Second, strategy is holistic in outlook. The LDS must adhere to this premise as the strategy interacts with multiple elements in the military system. It supports the field manuals, especially Army Doctrine Publication (ADP) 3-0, it supports the commanders' ability to exercise mission command; and it interacts with U.S. Human Resource Command career planning and other commanders' personnel planning and training cycles. It directly affects the interaction with media, the soldiers' well-being and performance, and the mission at hand. In summary, the LDS must take all these elements into account hence the LDS's holistic outlook. Third, strategy is grounded in what is to be accomplished and why. The premise describes the logical fact that a LDS must be defined based on objective and purpose. Fourth, strategy is hierarchical. The premise describes the national strategies' hierarchy from the National Security Strategy through the National Defense Strategy and National Military Strategy and further down the hierarchy. Eventually, when descending into the Army's strategies, concepts and programs, the ALDS emerges as one of many strategies, which potentially enable the U.S. Army to meet tomorrow's challenges. The U.S. ALDS is a supporting concept to the Army Capstone Concept 2016-2028, published in December 2009. The Army Capstone Concept describes the vision for the Army in 2020 by identifying the required capabilities of the future force. Based on Yarger's framework at the basic level, the LDS describes the present state or challenge and the reason why a change is needed. The LDS sets goals or objectives to achieve, describes the concepts, and programs to reach the objectives and the needed or available resources to execute the concepts. The four premises show the

correlation between Yarger's strategic concept and the LDS context and environment. Hence, Yarger's concepts apply to LDS in the military organizational context.

Strategy is not only a national and military phenomenon. The business world also uses strategy to describe the way to bridge perceived gaps between today and the desired future. Although the environment, competition and consequences can seem less devastating in the business world than in national politics and especially in military engagements, this thesis argues that Yarger's premises apply to the business world as well as the political and military world. When the basic premises are the same, it is also relevant to examine the corporate lessons learned regarding leader development strategies.

Corporate Executive Board on Leadership Development Strategy

The Corporate Executive Board (CEB) is a public consultant company that provides essential information by analyzing and disseminating the most successful practices from CEB's connected global network of large companies. To drive corporate performance, senior executives at the world's leading organizations use CEB to assist them and their teams with actionable insights, analytic tools, and advisory support to quickly and confidently focus efforts on what they need to know, and do, next. CEB relies on data from a network of more than 5,300 large corporations to include more than 85% of the Fortune 500 companies, companies from more than 50 countries and companies from the leading indexes in North America, Europe, and Asia. The Fortune 500 companies employ from 5,000 to 2,100,000 employees making the comparison relevant to the Danish Armed Forces as well as the U.S. Army. In 2010, CEB published

Anatomy of an Effective Leadership Development Strategy based on experience and data gathered from numerous CEB clients (CEB 2010). The *Anatomy of an Effective Leadership Development Strategy* offers a comprehensive terrain map of an excellent leadership development strategy (CEB 2010). Their map is also useful to assess the organization's maturity as it offers three maturity levels within each of the 20 steps. CEB uses the term "leadership" without further defining the term. From the documents' structure and content this thesis argues that "leadership development strategy" and "LDS" (as in ALDS) covers the same aspect of an organization's activities to develop leaders. The CEB LDS is comprehensive in its nature, covering succession planning, individual development plans, knowledge transfer, senior executive engagement, strategy alignment, and talent identification. All are elements of a more comprehensive approach to LDS than merely developing leadership skills. Moving on, this thesis uses LDS as the defining term. CEB *Anatomy of an Effective Leadership Development Strategy* suggests a 20-step systematic process to develop or assess an organizations' LDS. Four phases further organize the 20 steps. Table 2 depicts the *Anatomy of an Effective Leadership Development Strategy*'s 20 steps and four phases.

Table 2. Anatomy of an Effective Leadership Development Strategy

#	Step title	Description
1.	Business Strategy Alignment	The LDS is developed and revised based on business strategy.
2.	Integrated Leadership Strategy	The LDS aligns with all other drivers of leadership effectiveness (e.g., recruitment, compensation, succession management).
3.	Values Alignment	The LDS aligns with the organization's values, and rewards and recognizes leaders for demonstrating them.
4.	Executive Engagement	Senior line executives are involved in creation and execution of the LDS.
5.	Future-Focused Needs Assessment	The organization identifies leadership capabilities required for current and future organizational success.
6.	Leadership Capability Audits	The organization continuously assesses current and future leaders on business critical competencies and knowledge.
7.	High-Potential Talent Identification	The organization identifies individuals with the ability, aspiration, and engagement to succeed at more senior levels.
8.	Retention Risk Tracking	The organization identifies (and mitigates against) leaders at risk of unwanted attrition.
9.	Leadership Segmentation	The organization prioritizes key leadership segments/critical capability gaps.
10.	Individualized Development Planning	Leaders have high-quality individual development plans that align to organizational and individual development needs.
11.	Experiential Learning	The organization facilitates and encourages experiential learning (e.g., stretch roles) as one of the primary tools to develop leadership capabilities.
12.	Social Learning	The organization encourages/facilitates formal/ informal social learning (e.g., relationships) as part of the leadership development strategy.
13.	Leader-Led Development	Senior leaders are held accountable for developing rising leaders.
14.	Leadership Mobility	The organization facilitates cross-organizational leadership mobility.
15.	Knowledge Transfer	The organization transfers key knowledge from leaders leaving the organization effectively.
16.	Leadership Transitions	The organization supports leaders during upward moves to senior roles.
17.	Targeted Formal Programs	Where appropriate, the organization offers high quality formal leadership development programs that enable leaders to apply what they learn and use the right mix of delivery methods (e.g., classroom, eLearning)
18.	Strategy Assessment	The organization identifies and tracks metrics that capture the execution and impact of its LDS.
19.	Program Evaluation	The organization rigorously measures the effectiveness and impact of individual leadership programs.
20.	Strategy Governance	Clear accountability for ownership/execution of the LDS exists.
Phases:		
I. Strategy Alignment and Communication		II. Leadership Needs Assessment
		III. Development Planning and Delivery
		IV. Evaluation and Accountability

Source: Corporate Executive Board, *Anatomy of an Effective Leadership Development Strategy* (Washington, DC, 2010).

In general, phase I equals strategic ends, phase II and III combine the strategic ways and strategic means, and phase IV is the prerequisite for the ability to restart the cycle and re-assess each step and phase of the map. Phase I is Strategy Alignment and Communication. Phase I aligns the LDS with the organization's business strategy, values and other drivers of leadership effectiveness. Phase I also dictates senior executive direct involvement in creation and execution of the LDS. Compared to Yarger's strategic premises, phase I encompasses five of Yarger's strategy premises: political (company) purpose dominates all strategy; strategy is holistic in outlook; strategy is inherently a human enterprise; strategy is hierarchical; and efficiency is subordinate to effectiveness in strategy.

Phase II covers the Leadership Needs Assessment. Phase II identifies the gap the leader development activities must fill to accomplish the LDS's purpose. Compared to Yarger, phase II aligns with five of Yarger's strategy premises: strategy is proactive and anticipatory; strategy is subordinate to the nature of the strategic environment; strategy is grounded in what must be accomplished and why it is to be accomplished; strategy focuses on root causes and purposes; and risk is inherent in all activities.

Phase III is Development Planning and Delivery. Phase III takes the strategy and the identified needs for development through the strategic planning and execution steps to include prioritization, individual leader development plans (IDP) and programs to promote cross organizational activities, transitions, formal programs, and successor management. As Yarger's strategic premises are not specifically directed toward a LDS, phase III easily becomes rather specific. However, at least three of Yarger's strategy premises not previously discussed can be linked to CEB's phase III: friction is an

inherent part of strategy (phase III attempts to mitigate the friction); strategy has a symbiotic relationship with time; and strategy provides a proper relationship between ends, ways, and means at its level in the hierarchy. Phase IV is implied throughout Yarger's premises as Yarger implied revising strategies as the objectives, environment, or actors evolve over time.

National Culture

This thesis bases its research on the assumption that it is actually possible to apply lessons learned from the U.S. Army to the Danish Armed Forces and the Danish Army. The main reason for that assumption is the fact that the U.S. and Denmark are both of western culture and the two armies share common traits, missions, doctrine, and employ similar weapon systems etc. Nevertheless, cultural aspects on the national level can still enhance or weaken the possibility to apply the lessons learned from the U.S. Army directly onto the Danish Army. An influential work on organizational culture relevant to compare two organizations from different countries is Geert Hofstede and Gert Jan Hofstede's *Cultures and Organizations—Software of the Mind*. Geert Hofstede, Ph.D., is Professor Emeritus of Organizational Anthropology and International Management at Maastricht University (The Netherlands). Gert Jan Hofstede, Ph.D., is a professor of Information Systems at Wageningen University (The Netherlands).

Dr. Gert Hofstede on National Cultural Dimensions

Although it is interesting to look at the different dimensions of national culture, and see the differences between nations, this subject becomes of real importance when we consider what this means in terms of the problems people from different cultures

experience when living and working together. However, the framework provides a very useful tool to compare different cultures across national boundaries to assess whether experiences from one culture is applicable onto another.

Hofstede's *Cultures and Organizations–Software of the Mind* is a groundbreaking study of cultural differences across 74 nations or nation-like entities (regions) as some countries like Canada or Belgium display great intra-nation differences and are thus registered in the survey as two countries. It provides a framework to perceive how people think or do not tend to think as members of a group (culture) (Hofstede 2005, 3).

Furthermore, *Cultures and Organizations–Software of the Mind* provides a general approach to cross-cultural issues. Hofstede uses survey data from IBM employees in 74 countries, taking their specific work and positions into account (Hofstede 2005, 25-28). Hence, Hofstede identifies five main dimensions, which distinguish cultures at a national level: power distance, collectivism versus individualism, femininity versus masculinity, uncertainty avoidance, and long-term versus short-term orientation. The later was not part of the original studies as Hofstede added this dimension in a later iteration (Hofstede 2005, 29-31). It was not possible to obtain data from all dimensions in all countries and regions. Table 3 explains each dimension's essence. The number in parentheses is the number of countries that provided data for the dimension.

Table 3. Hofstede's Dimensions of National Culture

Dimension	Description
Power distance (74)	<p><i>Power distance</i> describes the extent to which the less powerful members of society expects and accepts that power is distributed unequally.</p> <p><i>Power distance</i> describes how people respond to inequality in the organization or society. (leader/employee distance and emotional relationship) In a society exhibiting a large degree of power distance accept a hierarchical order in which everybody has a place which needs no further justification.</p> <p><u>Low characteristics</u>: Low dependence needs, inequality minimized, hierarchy for convenience, superiors accessible, all should have equal rights, change by evolution.</p> <p><u>High characteristics</u>: High dependence, inequality accepted, hierarchy needed, superiors often inaccessible, power holders have privileges, change by revolution.</p>
Individualism (vs. Collectivism). (74)	<p>Is the society's emphasis on the group (<i>collectivist</i>) or on the individual (<i>individualist</i>).</p> <p><u>Low characteristics</u> "We" consciousness, relationships have priority over tasks, fulfill obligations to family, penalty implies loss of face (shame).</p> <p><u>High characteristics</u> "I" consciousness, private opinions, fulfill obligations to self, penalty implies loss of self-respect or guilt.</p>
Masculinity vs. Femininity. (74)	<p>In <i>feminine</i> societies, emotional gender roles overlap. In <i>masculine</i> societies, gender roles are clearly distinct.</p> <p><u>Low characteristics</u> Quality of life, striving for consensus, work in order to live, small and slow are beautiful, sympathy for the unfortunate, intuition.</p> <p><u>High characteristics</u> Performance, ambition and a need to excel, tendency to polarize, live in order to work, big and fast are beautiful, admiration for the successful achiever, decisiveness.</p>
Uncertainty avoidance (74)	<p><i>Uncertainty avoidance</i> is the extent to which the members of the nation feel threatened by ambiguous or unknown situations.</p> <p><u>Low characteristics</u> Relaxed, less stress, hard work is not a virtue per se, emotions not shown, conflict and completion seen as fair play, acceptance of dissent, flexibility, less need for rules.</p> <p><u>High characteristics</u> Anxiety, greater stress, inner urge to work hard, showing emotions is accepted, conflict is threatening, need for agreement, need to avoid failure, need for laws and rules.</p>
Long-term vs. short-term orientation (39)	<p><i>Long-term orientation</i> is the fostering of virtues oriented towards future rewards whereas <i>short-term orientation</i> is the fostering of virtues related to the past and the present – in particular, respect for tradition, preservation of face and fulfilling social obligations.</p> <p><u>Low characteristics</u> Absolute truth, conventional/traditional, concern for stability, quick results expected.</p> <p><u>High characteristics</u> Many truths, pragmatic, acceptance of change, perseverance.</p>

Source: Composed by author based on Geert Hofstede and Gert Jan Hofstede, *Culture and Organizations Software of the Mind Intercultural Cooperation and Its Importance for Survival*, 2nd ed. (New York: McGraw-Hill, 2005).

Table 4 illustrates the differences and similarities between the U.S. and Denmark within each dimension of national culture. Chapter 3, Methodology will explain in detail how chapter 4, Analysis uses the dimensions of national culture to analyze and assess whether a specific lesson learned is applicable to the Danish Army.

Table 4. Hofstede's Dimensions of National Culture

Dimension	#1 on the list including score.	U.S. score (rank)	DK score (rank)
Power distance (74)	#1 Malaysia, 104	40 (57-59) <i>Bottom 1/3</i>	18 (72) <i>Bottom 1/3</i>
Collectivism vs. individualism (74)	#1 USA, 91	91 (1) <i>Top 1/3</i>	74 (10) <i>Top 1/3</i>
Femininity vs. masculinity (74)	#1 Slovakia, 110	62 (19) <i>Top 1/3</i>	16 (71) <i>Bottom 1/3</i>
Uncertainty avoidance (74)	#1 Greece, 112	46 (62) <i>Bottom 1/3</i>	23 (72) <i>Bottom 1/3</i>
Long-term vs. short-term orientation (39)	#1 China, 118	29 (31) <i>Bottom 1/3</i>	46 (12) <i>Top 1/3</i>

Source: Composed by author based on Geert Hofstede and Gert Jan Hofstede, *Culture and Organizations Software of the Mind Intercultural Cooperation and Its Importance for Survival*, 2nd ed. (New York: McGraw-Hill, 2005).

In general, table 4 displays common U.S. and Danish orientation towards individualism. There is a notable difference in power distance, long-term vs. short-term orientation and uncertainty avoidance as the U.S. score in power distance and uncertainty avoidance is more than twice the Danish. Similarly, the Danish score in long-term vs. short-term orientation is more than 50 percent higher than the U.S. The biggest difference, though, is in femininity vs. masculinity where the U.S. score is almost four times higher than the Danish. These scores indicate that difficulties in applying lessons learned from the U.S. Army to the Danish Army will most likely occur in areas

influenced by the masculine dimension of the U.S. society, secondarily in areas influenced by the relative U.S. emphasis on power distance, short-term orientation, and uncertainty avoidance. Conversely, the dimensions of national culture can also be useful in assessing why the Danish LDS is built the way it is as an inherent consequence of the Danish preferences. This thesis argues that, even though in some cases distinctly different from the surrounding society, the armies in U.S. and Denmark mirror the society to such an extent that the dimensions of national culture are useful without any further translation into a military context.

Leader Development Context, Strategies, and Tools

The strategic context is essential to attempt to compare strategies. Hence, this section distills the U.S. ALDS and Danish LDS structure, content, and framework as a prerequisite to further apply the theoretical concepts on the two strategies and set the stage to compare the strategies in chapter 4.

As chapter 4 presents this thesis' analytical and comparative elements, the purpose of this chapter is to describe the two cases in a structured way and in the necessary detail to investigate the LDS phenomenon in depth (Yin 2009). Thus, the thesis uses a three-step process to describe each case. The first step describes the LDS's context. The second step describes the strategy itself to include purpose, content, and individual elements. The third step describes supporting tools. When formulated, the detailed tools may not be an essential part of the strategy. Nevertheless, a strategy is meaningless if the resources available are not easily accessible or transferable into actions. In other words, tools must be available for the leaders to execute the strategy and convert words into actions and activities. In the cases studied, tools are to be understood

in a broader context. Any framework, manual, pamphlet or figure a leader or commander uses to support leader development activities is considered a tool. As an example, this thesis considers the Leadership Requirement Model (LRM) a tool, which leaders and commanders' use to visualize and frame a leader development activity, a discrepancy or a goal to subordinate leaders. Similarly, commanders use the LRM as a tool to describe and direct subordinate leaders' unit leader development plans and activities. The thesis offers an all-encompassing figure to illustrate and support each case.

U.S. Army

As described, the context-content-tools framework illustrates each case. The first case is the U.S. Army. A description of the strategic context initiates the case.

Overlying concepts and strategies links the 2009 U.S. ALDS directly to the U.S. grand strategy. Figure 3 depicts the correlation and nesting between the national strategies and the Joint Capstone Concepts and the Army Capstone Concept respectively. Figure 3 also shows the U.S. strategic document hierarchy as well as the ALDS's supporting nature as it supports the Army's capstone doctrine of FM 1 and ADP 3-0.

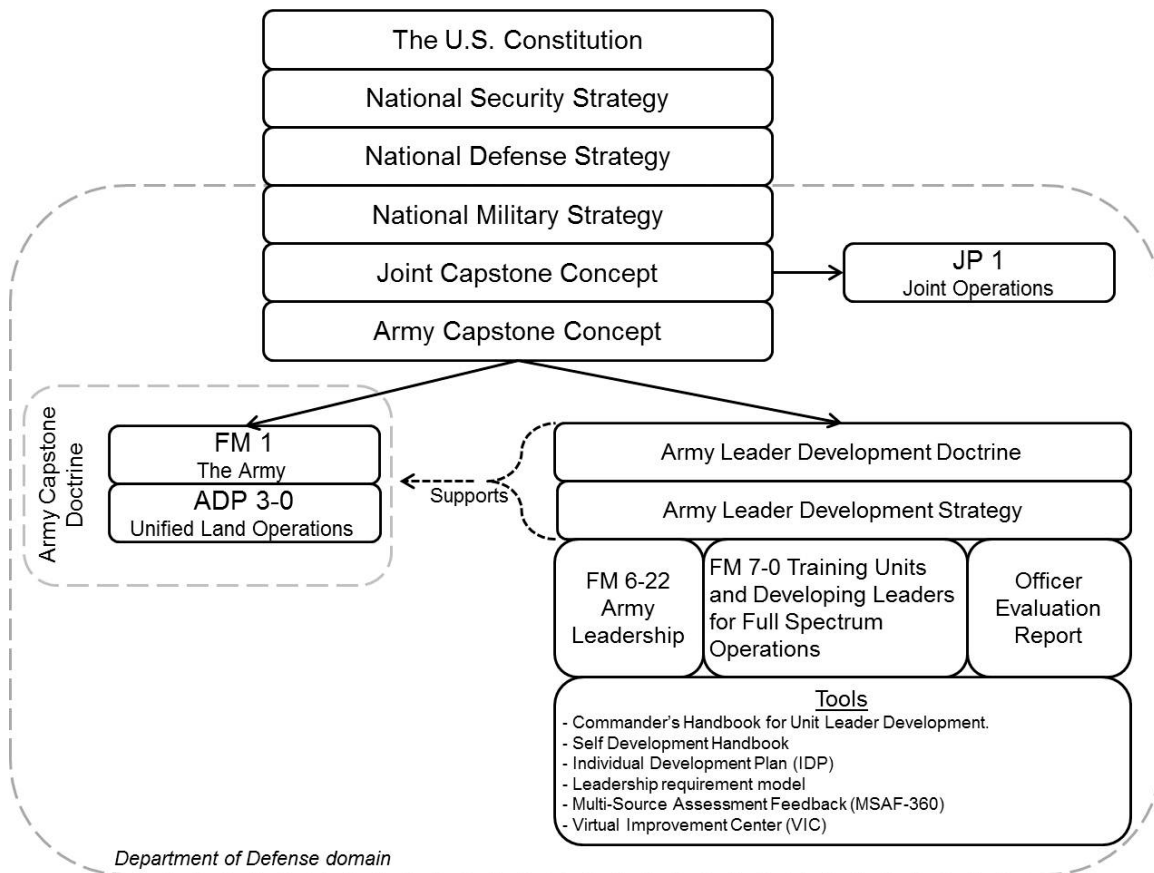


Figure 3. The U.S. ALDS. Context-Content-Tools

Source: Composed by author based on U.S. strategic, joint and Army publications depicted in the figure.

Published in 2009, the ALDS describes leader development context and ends, ways, and means through which the U.S. Army will prepare leaders for the 21st Century [U.S.] Army. The Capstone Concept for Joint Operation (CCJO) and the Army Capstone Concept (ACC) describe the future operational environment, which is the ALDS point of origin. Together with the guiding capstone documents and national strategies, the operational environment is the foundation on which the ALDS is built. Uncertainty, complexity, rapid change, and persistent conflict characterize the future operational environment (ALDS 2009).

The goal (end) is the characteristics, epitomized by attributes and core competencies, which the U.S. Army wants leaders to represent throughout the ranks. The leader attributes and core leader competencies form the LRM. Figure 4 shows the LRM, which also further defines the leader attributes and core leader competencies.

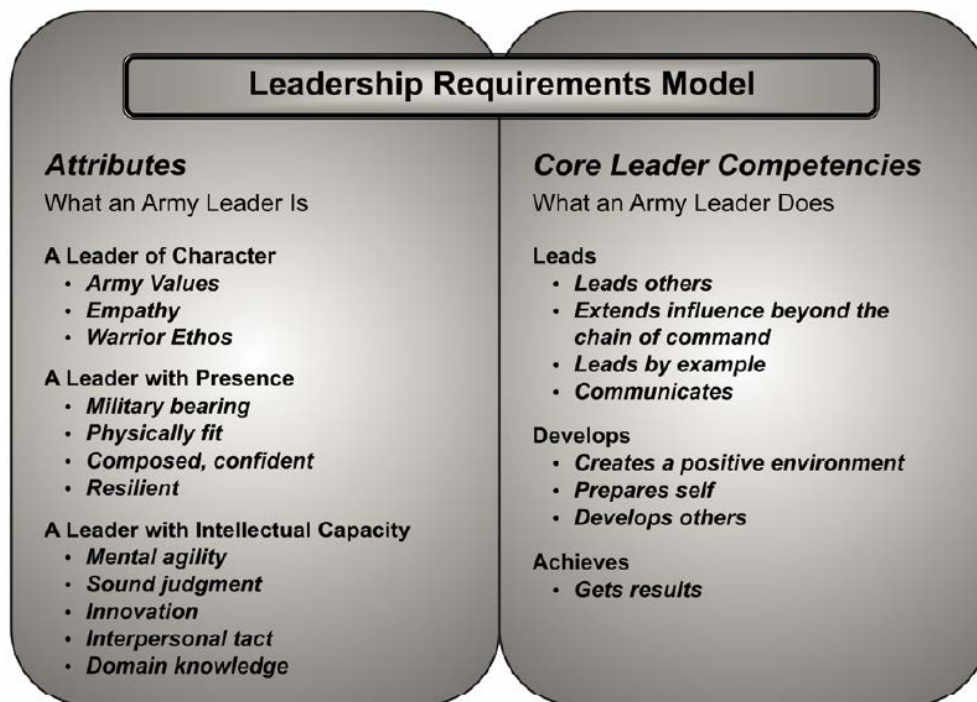


Figure 4. U.S. Army Leadership Requirement Model

Source: Headquarters Department of the Army, FM 6-22 *Army Leadership—Competent, Confident, and Agile* (Washington, DC: Government Printing Office, 2006), 2-4.

Furthermore, the ALDS annexes describe attributes for officers differently for each rank from lieutenant through colonel. The concepts (ways) by which to achieve the goal are the integration of policies, programs, and initiatives to produce Army leaders.

Nine imperatives guide the integration of policy and action. Table 5 shows the nine imperatives.

Table 5. U.S. Army Leader Development Imperatives

1.	Encourage an equal commitment by the institution, by leaders, and by individual members of the profession to life-long learning and development.
2.	Balance our commitment to the Training, Education, and Experience pillars of development.
3.	Prepare leaders for hybrid threats and full spectrum operations through outcomes-based training and education.
4.	Achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN.
5.	Manage the Army's military and civilian talent to benefit both the institution and the individual.
6.	Prepare our leaders by replicating the complexity of the operational environment in the classroom and at home station.
7.	Produce leaders who are mentors and who are committed to developing their subordinates.
8.	Prepare select leaders for responsibility at the national level.
9.	Strengthen Army leaders' demonstrated understanding of their Profession of Arms and inspire commitment to the Professional Military Ethic.

Source: Composed by author based on ALDS, 10-11.

The ALDS defines three overarching resources (means) available for the Army and Army commanders to execute the concepts and policies. The three overarching resources are training, education, and experience (ALDS 2009). The Army executes training, educates, and gathers experience in three domains: institutional, organizational and self-development.

Several tools, products, and processes support the ALDS objectives. FM 7-0 *Training Units and Developing Leaders for Full Spectrum Operations* sets the framework of what to do to conduct training and leader development for full spectrum operations (now unified land operations) on a rotational cycle using Army force generation (ARFORGEN). Two essential tools are FM 6-22 *Army Leadership* and FM 7-0 *Training*

Units and Developing Leaders for Full Spectrum Operations. In FM 7-0, leader development is defined as “deliberate, continuous, and progressive, spanning a leader's entire career. Leader development comprises training and education gained in schools; the learning and experiences gained while assigned to organizations; and the individual’s own self-development.”

The U.S. Army’s leader development model institutionalizes the three domains.

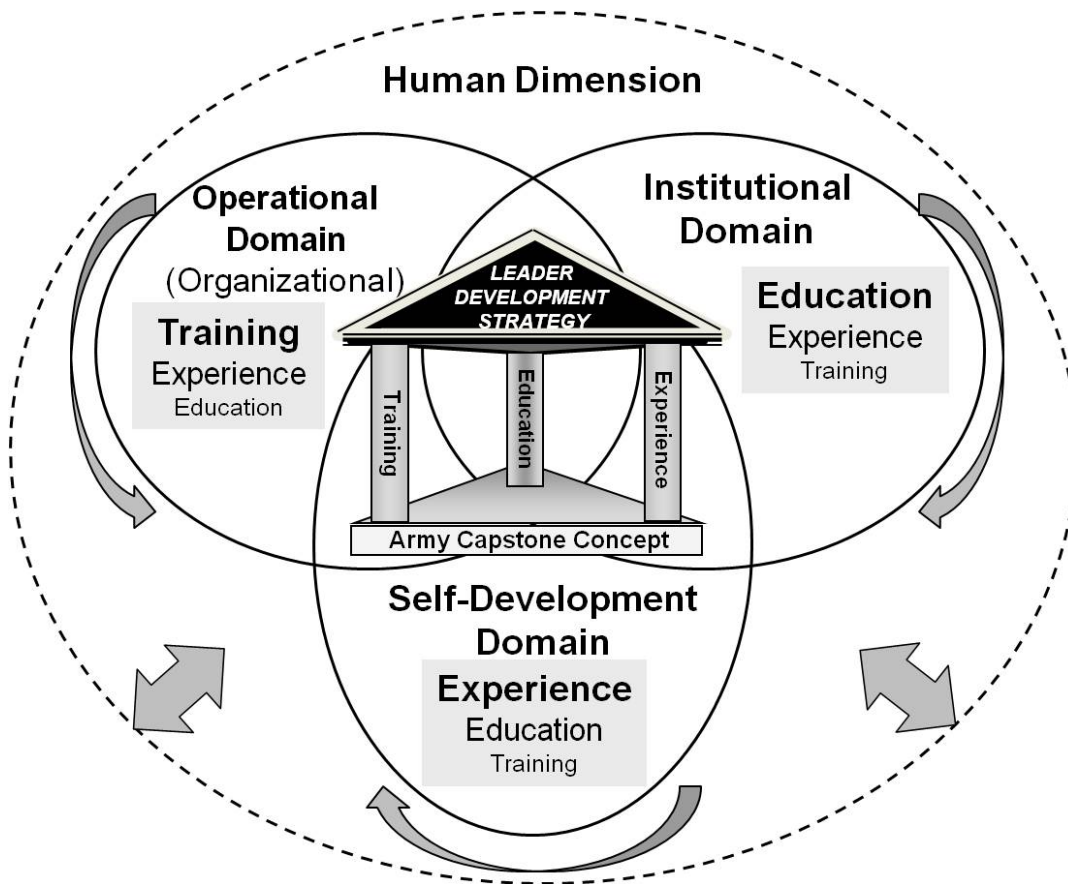


Figure 5. The U.S. Army Leader Development Model

Source: Center for Army Leadership, Combined Arms Center, Training and Doctrine Command.

The model recognizes the generating force, operational Army, and the individual as mutually responsible for leader development underlining the continuous and deliberate leader development efforts throughout the U.S. Army. The U.S. Army's principles of leader development direct commanders' on how to execute the leader development model and emphasize the commanders' role and responsibilities. Table 6 shows the U.S. Army principles of LD.

Table 6. The U.S. Army's principles of leader development

<ul style="list-style-type: none"> – Lead by example. – Take responsibility for developing subordinate leaders. – Create a learning environment for subordinate leaders. – Train leaders in the art and science of mission command. – Train to develop adaptive leaders. – Train leaders to think critically and creatively. – Train your leaders to know their subordinates and their families.

Source: Composed by author based on U.S. Army Training and Doctrine Command, FM 7-0, *Training Units and Developing Leaders for Full Spectrum Operations* (Washington, DC: Government Printnig Office, 2011), 2-7.

Finally, FM 7-0 guides commanders on how to plan unit leader development. Table 7 depicts the unit leader development plans' components as stated in FM 7-0. Furthermore, a unit leader development handbook guides unit commanders on how to develop and execute leader development activities.

Table 7. The unit leader development plan contents

- | |
|--|
| <ul style="list-style-type: none">– Leadership philosophy and expectations of subordinate leaders.– Leader development objectives in scheduled unit training events.– Subordinate leader development plans—addressing training, education, and experience goals.– Recommended reading (to include FM 6-22) and plans to discuss the reading.– Scheduled leader professional development opportunities. |
|--|

Source: Composed by author based on U.S. Army Training and Doctrine Command, FM 7-0, *Training Units and Developing Leaders for Full Spectrum Operations* (Washington, DC: Government Printing Office, 2011), 3-10.

At the individual level, the officer evaluation report (OER) frames the strengths and potential areas for development for the individual officer. The [individual] officer development plan (IDP) hence addresses goals within training, education, and experience. As in the unit level, a handbook guides and supports the individual leaders on how to achieve developmental goals as an individual in the broader Army context.

In summary, the ALDS nests in a strategic context delineated from the national level strategies. The ALDS supports the Army Capstone Concept. The U.S. Army leader development system operates on three levels: the Army strategic level, epitomized by the LDS, which directs the systemic and organizational (“big Army”) approach to leader development; the unit level, represented by FM 7-0, which outlines how commanders plan and execute leader development programs in the unit; and finally, at the individual level, the officer development plan supports the individual officer’s personal and professional development. Processes and tools to institutionalize and execute the necessary activities support every level.

Danish Army

The last section described the U.S. LDS context, content and supporting tools.

This section describes the Danish LDS via the context-content-tools framework.

In contrast to the U.S. national political system, the Danish national security strategy is not an existing comprehensive document, nor is the Danish foreign policy. Both policy and strategy must be inferred from different publications and statements, such as the Danish State Department's homepage, the Prime Minister's and Secretary of State's speeches, and isolated publications such as "The Danish Helmand Strategy" (www.fm.dk, 2011). Consequently, the coherence in the Danish publication hierarchy (see figure 6) is less obvious than the U.S. publication hierarchy.

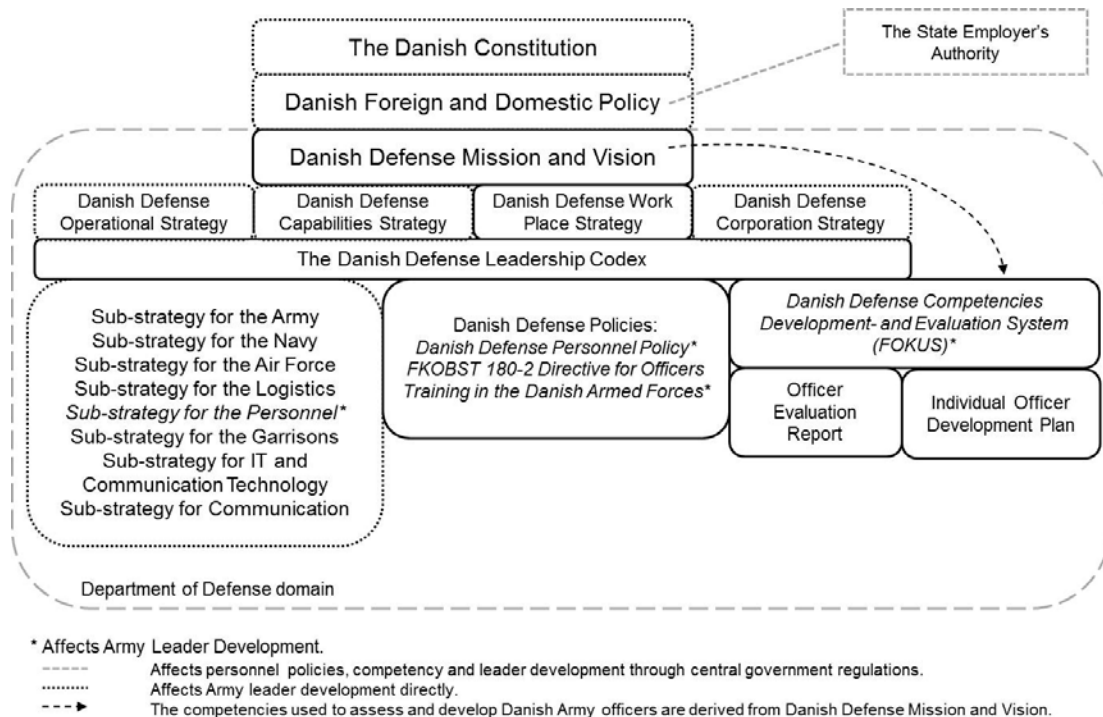


Figure 6. The Danish Armed Forces LDS. Context-Content-Tools

Source: Composed by author based on Defense Command Denmark and Danish Defense Personnel Organization publications.

The first comprehensive document found within the Danish Armed Forces that affects Danish Army leader development policies and activities is the Danish Armed Forces Mission, Vision, and Values. The Danish Mission, Vision, and Values is the capstone document on which the Danish Armed Forces activities rest. The mission states: “By being able to fight and win, the Danish soldiers promote a peaceful and democratic development in the world and a secure society in Denmark” (FMV 2008). The vision is sub-divided into three areas: the Danish Armed Forces’ operational activities, the defense establishment, and military personnel (FMV 2008). The sub-elements of the Vision are shown in table 8.

Table 8. Danish Armed Forces Vision

<p><u>The Danish Armed Forces 'operational activities:</u></p> <ul style="list-style-type: none"> – We must excel at what we do. – The Danish Armed Forces must be a relevant and flexible military tool for Denmark. – The Danish Armed Forces must be a sought-after partner of prioritized alliance and coalition partners. – The Danish Armed Forces must be a visible and integral part of Denmark's overall preparedness. <p><u>The Danish Armed Forces as an organization:</u></p> <ul style="list-style-type: none"> – Danish Armed Forces must use resources responsibly and in the global perspective with the operational mission in focus. – The Danish Armed Forces must be an open and innovative organization in continuous development. – The Danish Armed Forces must be among the leaders in developing the public sector. <p><u>Military personnel:</u></p> <ul style="list-style-type: none"> – Danish Armed Forces officers, enlisted personnel and civilians must show initiative, take responsibility, and take a comprehensive approach. – Anyone with managerial responsibilities must in particular show the necessary courage, lead changes, communicate, and create solutions. – The Danish Armed Forces must be a challenging and attractive organization that attracts, inspires, and develops talented employees. – The Danish Armed Forces must be a socially responsible organization that takes care of its employees.

Source: Composed by author based on Forsvarskommandoen, *Forsvarets Mission og Vision*. København: Forsvarskommandoen, 2007.

The strategic publication level below the Danish Armed Forces Vision outlines four main strategies. The main strategies purpose is, along with the mission and vision, to frame how the Danish Armed Forces develops in the future, and to which areas the Danish Armed Forces must pay special attention. Four areas are of decisive importance: operations, capabilities, Danish Armed Forces as a work place, and Danish Armed Forces as a corporation. *The Danish Armed Forces Operational Strategy* defines the most important mission in the Danish Armed Forces and the eligibility to exist as an organization. *The Danish Armed Forces Capabilities Strategy* describes the capabilities the Danish Armed Forces must have to support operations and missions. *The Danish Armed Forces Work Place Strategy* refers to the terms and conditions, benefits, and demands the Danish Armed Forces places on soldiers and civilians. Finally, the *Danish Armed Forces Corporation Strategy* determines how to manage the Danish Armed Forces as a government organization. The strategy must balance the government constraints and the mission.

The next level in the Danish publication hierarchy is the *Danish Armed Forces Leadership Codex*. The *Danish Armed Forces Leadership Codex's* purpose is to determine guidelines for good leadership, to include ethics, in the Danish Armed Forces. The *Danish Armed Forces Leadership Codex* defines an overarching, common leadership understanding from which leadership in the Danish Armed Forces must spring. Furthermore, the *Danish Armed Forces Leadership Codex* establishes a common language to address leadership and a common understanding of how the Danish Armed Forces outlines good leadership. The publication defines good leadership as “working with other relevant actors, to create conditions, which promote good, efficient, and

effective task execution to active present and future objectives.” It continues to state, “Leadership is exercised based on humans’ perception of the reality they act within. Leadership is a process where opinions are negotiated, common beliefs are formed and where a leader or a group of leaders initiates, supports and manages the mission according to the commanders intent” (Forsvarskommandoen 2007). *Danish Armed Forces Leadership Codex* defines the way the Danish Armed Forces thinks about leadership by stating the organizational leadership philosophy and leadership ethics as foundation for the norms, which in turn is the foundation for developing leadership competencies through FOKUS. FOKUS is the Danish Armed Forces competency development strategy and thus serves as the day-to-day LDS as well. FOKUS serves three purposes. First, FOKUS provides the leader and employee an efficient and attractive starting point to plan, execute, and evaluate competency development. Second, FOKUS provides the Danish Armed Forces sub-organizations and units the possibility of identifying, establishing, and developing competencies. Third, FOKUS adds qualitative assessments, evaluations, and quantitative information to the overarching human resource mission (FOKUS 2008). FOKUS ensures the competency development’s strategic alignment by basing the systems’ competencies on the overall vision. FOKUS serves as both an evaluation system and a development system. As an integral part of the process, FOKUS keeps the evaluation and development apart. After the formal evaluation, which must take place at certain specified occasions, both leader and employee think about possible ways to build upon two of the officer’s strengths and develop one identified weakness. After two weeks have passed, the formal development meeting takes place and the leader and employee agree upon and draft the development plan (FOKUS 2008).

Some tools are available for commanders and leaders planning and executing leader development activities. First, an OER and an officer IDP comprise FOKUS. The OER builds on four basic organizational needs divided into 17 competencies. Second, a generic tips-catalog supports FOKUS. The tips-catalog is divided in two parts. Part one addresses methods to develop competencies while on the job. Part two addresses how to develop the 17 specific competencies. The tips are generic and do not refer to the specific Army (or other services) missions, operational environment, or other service specific characteristics. For example, part one suggests to read a book or surf the internet as one of the methods to self-development.

Synthesizing the Literature Reviewed

So far, this chapter has presented the theories this thesis uses. This section synthesizes the literature and associated theories and cases.

In comparison, there is a rational correlation between Yarger's strategy premises and the steps and phases in CEB's *Anatomy of an Effective LDS*. Hence, *Anatomy of an Effective LDS* is a prudent translator of strategic terms to LDS terms and concepts. Combined, the two sources form a base upon which to assess and compare the U.S. ALDS and the Danish LDS.

When compared to Yarger, the U.S. ALDS meets all 15 premises that define a strategy. Most notably is the strict adherence to the hierarchical premise from the national security strategy to the ALDS, the coherence between ends, ways, and means laid out at the respective strategic levels, and the evident focus on the strategic environment (i.e. operational environment). Furthermore, stringent focus on the strategy's purpose clearly supports the grand strategy objectives. Finally, the strategy's holistic outlook and

relationship with time is evident as both past, present, and future is an important part of the ALDS. A comparison between CEB's model LDS and the U.S. ALDS reveals a somewhat complete strategy. The ALDS integrates well with the organizations' overall strategy and it aligns with the organizations' core values. The officers' annex details the overall Army needs and individual development plans are available (and required). The ALDS emphasizes experiential learning in a social context and encourages leaders at all levels to serve as mentors for subordinate leaders. The ALDS, however, does not address knowledge transfers and leadership transitions to the full extent. In addition, the ALDS does not directly encompass any strategy evaluation mechanisms. Finally, a noteworthy element of the U.S. ALDS is that it can function detached from the OER system.

Compared to Yarger, the Danish Armed Forces LDS matches several of the strategic premises. Initially, a clear definition of ends, ways, and means are not evident, though. FKOBST 180-2 refers to the Danish Armed Forces mission and describes the purpose and end state for all the institutional training from junior grade to field grade officers. At the same time, FKOBST 180-2 only addresses the institutional training. The organizational or self-development domains are not mentioned. The Danish LDS adheres to several of Yarger's 15 premises. First, the Danish LDS is holistic in its outlook as FOKUS's point of origin is the Danish Armed Forces' mission supplemented with the basic organizational needs. The LDS recognizes the symbiotic relationship with time and builds on the officers' competencies in a systematic and structured way via the schoolhouse training. In addition, it is evident what is to be accomplished and why. The hierarchical nature of strategy, however, is less evident as the strategy is compiled from four different documents, which in turn are not clearly defined for internal relations.

Furthermore, the strategic environment is not evident in the strategy. Finally, as FOKUS defines a set of rules to follow (to include a specific amount of bureaucratic work) effectiveness seems subordinate to efficiency and not vice versa.

This chapter has reviewed and synthesized relevant literature. Chapter 4 will analyze the available data to propose answers to the primary and secondary research questions.

CHAPTER 3

RESEARCH METHODOLOGY

Strategy provides a coherent blueprint to bridge the gap between the realities of today and a desired future. It is the disciplined calculation of overarching objectives, concepts, and resources within acceptable bounds of risk to create more favorable future outcomes than might otherwise exist if left to chance or the hands of others.

— Harry R. Yarger, *Strategic Theory for the 21st Century: The Little Book on Big Strategy*, February 2006

This thesis answers the question "What lessons can the Danish Army learn from the U.S. ALDS?" This chapter will present and discuss the research method used to analyze and answer the research question. The discussion includes the thesis' organization into chapters and a discussion of the methodology's strength and weaknesses. Furthermore, this chapter builds the analytical tool which chapter 4 uses to analyze and compare U.S. ALDS and the Danish Armed Forces LDS strategies and the chapter explains the use of Hofstede's cultural dimensions as an applicability test. Finally, this chapter also discusses the method used to research and obtain the information through sources necessary to conduct the analysis.

This thesis is a comparative analysis of the U.S. ALDS and the Danish Armed Forces LDS. This thesis seeks to identify elements and patterns from the American ALDS not present in the Danish Armed Forces LDS to assess the applicability of these elements and patterns to the Danish Army with value added. The thesis is a hypothesis-generating approach rather than a hypothesis-testing approach to the topic. Comparative analysis of cases is a useful way of generating hypotheses about phenomena that combine complex phenomena, long-term dynamics, and difficulties in access (Yin 2009).

Descriptive case studies provide the information that allows recognition and assessment that would not be captured by merely analyzing the Danish Army LDS from a purely theoretical standpoint. The cost of choosing the comparative analysis method is the risk of not being able to compare the two cases and thus drawing unambiguous conclusions. By building an analytical framework for this purpose, this thesis mitigates the risk of not being able to compare the two cases. Similarly, the cases used in this study are two military organizations. The U.S. Army is approximately fifty (50) times larger than the Danish Armed Forces, which in itself generates differences in organization, resources, and approaches to problem solving. A comparison with the Danish Army exclusively would also be relevant yet more difficult as the Danish Armed Forces conduct all leader development activities and research within the leadership field at the Royal Danish Defence College (the joint level). Furthermore, all capstone documents are issued at the joint level. Hence, the thesis chose the Danish Armed Forces to compare the strategic documents in the strategic context. When necessary to capture the Danish Army's characteristics from a training and mission point of view, the analysis will address the Danish Army level. This choice is based on the assumption that LDS's elements such as warrior ethos, Army values and officer profile are best understood and used from a purely Army perspective and that those and other elements and tools would lose the spirit, toughness, and character that separates armies from other services (the Marine Corps excluded).

The thesis generates information on the case studies from open sources such as strategic documents, field manuals, directives, web pages, and pamphlets from both the U.S. Army and the Danish Armed Forces. In addition, written interviews were conducted

with the Royal Danish Defence College, Royal Danish Army Academy, and Danish Army Operational Command (all in Denmark).

Building the Strategy Framework—Comparing the Cases

In comparison, there is a rational correlation between Yarger's strategy premises and the steps and phases in CEB's *Anatomy of an Effective LDS*. Hence, *Anatomy of an Effective LDS* is a prudent translator of strategic terms to LDS terms and concepts. Combined, the two sources form a base upon which to assess and compare the U.S. ALDS and the Danish LDS. It would be relevant to incorporate the basic theories on business strategies and a theoretical approach to LDS. Although relevant and interesting, such an approach is beyond this thesis' scope. Based on the presentation in chapter 2, this thesis argues that CEB's *Anatomy of an Effective LDS* distills and refines the theories and best practices used to develop and shape large and successful corporations' business strategies and leader development strategies, which makes it useful to incorporate in this thesis.

This thesis builds on two related concepts: Yarger epitomizes the theoretical approach to strategy whereas CEB conveys an empirical and direct approach to LDS. As discussed in chapter 2, the combined features and characteristics form a relevant basis upon which to analyze and compare the U.S. ALDS and the Danish LDS. Although this thesis builds on the assumption the U.S. ALDS is a well-developed and mature LDS, a comparison with the analytical framework will add validity to the basic assumption as well as the analytical framework. Arguably, there are numerous ways to construct an analytical framework. One element, though, appears relevant as a point of origin. The description of ends, ways, and means will always play an essential role in any strategy, as

ends, ways, and means set goals, direct the way to achieve the goals, and point out the resources available to execute activities. Thus, the analytical framework takes its point of origin in ends, ways, and means, which constitutes the first step in building the analytical framework. The second step is to match Yarger's 15 premises and CEB's 20 steps to the definitions of ends, ways, and means. This approach generates two overall points of comparison (step 3): nesting and distinction between ends, ways, and means. The points of comparison are the references for the U.S. ALDS and the Danish LDS and will serve as the analytical tool to compare the two strategies. Nesting refers to a LDS that aligns with and supports the overall capstone documents and strategic directions. It is an individual strategy nested in the strategic context of the leader development environment. Distinction between ends, ways, and means refers to a LDS that clearly outlines strategic ends, ways, and means. The strategy also provides a link to the leader development environment and provides a tool to balance ends, ways, and means in a constrained environment. Likewise, in the 'ways' category, three additional points of reference are generated: senior leadership, capabilities and competencies, and action learning-). Senior leadership refers to a LDS where the Army senior leadership actively engages in developing and executing the LDS. The Army recognizes and rewards leaders at all levels who align with Army values. Capabilities and competencies refer to a LDS based on capabilities and competencies required for current and future missions. Action learning refers to a LDS that acknowledges action learning in a social context as the focus for leader development. Finally, the 'means' category generates a final point of comparison: resources and tools. Resources and tools refer to a LDS where 'means' equals resources and tools available for the organization and the leaders. The tools

support the overall ends and ways directly and assist the leader in planning, executing, and evaluating leader development activities. Table 9 shows an overview of the process to include the six points of comparison.

Table 9. The Analytical Framework

Step one →	Step two →		Step three
Ends, Ways, Means	Feature/Characteristics/ Examples	Origin (Yarger/ CEB)	Points of comparison
Ends	LDS is developed and revised based on business strategy. Strategy is subordinate to policy hierarchical in nature, and political purpose dominates all levels of strategy.	CEB 1, YAR 2, CEB 1, 3 YAR 2, 10	1. Nesting The Army LDS aligns with and supports the overall capstone documents and strategic directions. It is an individual strategy nested in the strategic context of the leader development environment.
	Objects, methods, resources and balance between those	YAR 3, 6	2. Distinction between Ends, Ways and Means. The LDS clearly outlines strategic <i>ends</i> , <i>ways</i> , and <i>means</i> . The strategy also provides a link to the leader development environment and provides a tool to balance ends, ways, and means in a constrained environment.
Ways	Senior executives involvement Accountability. Senior leaders engagement. Reward for value alignment.	CEB 3, 4, 13, 20 YAR 7	3. Senior leadership The Army senior leadership actively engages in developing and executing the LDS. The Army recognizes and rewards leaders at all levels who align with Army values.
	ID capabilities required for current and future success	CEB 5 YAR 6	4. Capabilities and competencies The LDS is based on capabilities and competencies required for current and future missions.
	Action learning and social learning – activities.	CEB 11, 12 YAR 7	5. Action learning The LDS acknowledges action learning in a social context as the focus for leader development.
Means	Tools <ul style="list-style-type: none"> • IDP • Values • Ethos • Co/Bn/BCT plans • Pamphlets 	CEB 10 YAR 3, 13	6. Resources and tools Means equals resources and tools available for the organization and the leaders. The tools support the overall ends and ways directly assisting the leader in planning, executing, and evaluating leader development activities.

Source: Composed by author.

Based on the available documentation in each case, the analysis in chapter four focuses on the six points of reference and describes to which degree the respective LDS adheres to the analytical framework. Hence, an easily accessible label provides the initial overview of the result of the analysis. Table 10 shows the labels.

Table 10. Result of the analysis - labels

Perfect match
Match with minor discrepancies
Generally do not match
Do not match at all

Source: Composed by author.

Effects of National Culture-The Applicability Test

Chapter 2 lays out Hofstede's dimensions of national culture to include the differences between U.S. and Danish culture. This section describes how the difference between U.S. and Danish national culture potentially affects the applicability of lessons learned from the U.S. Army to the Danish Armed Forces and the Danish Army. To recapitulate, the biggest difference between U.S. and Danish culture is found in *femininity vs. masculinity*, where the U.S. score was almost four times higher (more masculine) than the Danish. Hence, the *femininity vs. masculinity* forms the substance of the applicability test. Table 11 depicts the opposing preferences in a predominant masculine vs. a predominant feminine society.

Table 11. Opposing Preferences in a Predominant Masculine vs. Feminine Society

<u>Masculine (U.S.)</u>	<u>Feminine (DK)</u>
Performance and ambition, need to excel	Quality of life, serving others
Tendency to polarize	Striving for consensus
Live in order to work	Work in order to live
Big and fast is beautiful	Small and slow are beautiful
Admiration for the successful achiever	Sympathy for the unfortunate
Decisiveness	Intuition

Source: Composed by author based on Geert Hofstede and Gert Jan Hofstede, *Culture and Organizations Software of the Mind Intercultural Cooperation and Its Importance for Survival*, 2nd ed. (New York: McGraw-Hill, 2005).

The cultural applicability test asks the question: ‘As the Danish society is predominantly femininely oriented, does a feminine preference prevent or reduce the value added from lesson learned from the U.S. ALDS if applied to the Danish Armed Forces or the Danish Army? Similarly, the applicability test asks questions on opposing preferences in *power distance*, *long-term vs. short-term orientation* and *uncertainty avoidance*. Table 12 outlines the differences in cultural preferences between the U.S. and Denmark. The differences are tendencies, which must be understood in relation to the relative difference. For example, even though the U.S. has a higher score in power distance does it not mean the U.S. has a cultural preference for high power distance. Thus, as both the U.S. and Denmark is in the lower third of the power distance category, the tables express a higher tendency in the U.S. than in Denmark, not a high tendency compared to the rest of the world.

Table 12. Preferences

Predominant Low vs. High Power Distance	
<u>Low Power Distance (DK)</u>	<u>Higher Power Distance (U.S.)</u>
Lower dependence needs	Higher dependence
Inequality minimized	Inequality accepted
Hierarchy for convenience	Hierarchy needed
Superiors accessible	Superiors often inaccessible
All should have equal rights	Power holders have privileges
Change by evolution.	Change by revolution
Predominant Long Term vs. Short Term Orientation	
<u>Long-term Orientation (DK)</u>	<u>Short-term Orientation (U.S.)</u>
Many truths	Absolute truth
Pragmatic	Conventional/traditional
Acceptance of change	Concern for stability
Perseverance	Quick results expected
Predominant Low vs. High Uncertainty Avoidance	
<u>Lower Uncertainty Avoidance (DK)</u>	<u>Higher Uncertainty Avoidance (U.S.)</u>
Relaxed, less stressed	Anxiety, greater stress
Hard work is not a virtue per se	Inner urge to work hard
Emotions not shown	Showing of emotions accepted
Conflict and competition as fair play	Conflict is threatening
Acceptance of dissent	Need for agreement
Flexibility	Need to avoid failure
Less need for rules	Need for laws and rules

Source: Composed by author based Geert Hofstede and Gert Jan Hofstede, *Culture and Organizations Software of the Mind Intercultural Cooperation and Its Importance for Survival*, 2nd ed. (New York: McGraw-Hill, 2005).

To limit the total length of this thesis, the applicability test only asks questions deemed relevant to test the applicability.

Analytical methodology

The thesis analyzes the research question in five steps. Figure 7 depicts the analytical methodology model. This paragraph describes the analytical model and

explains the individual steps in the model to include the thesis' organization into chapters.

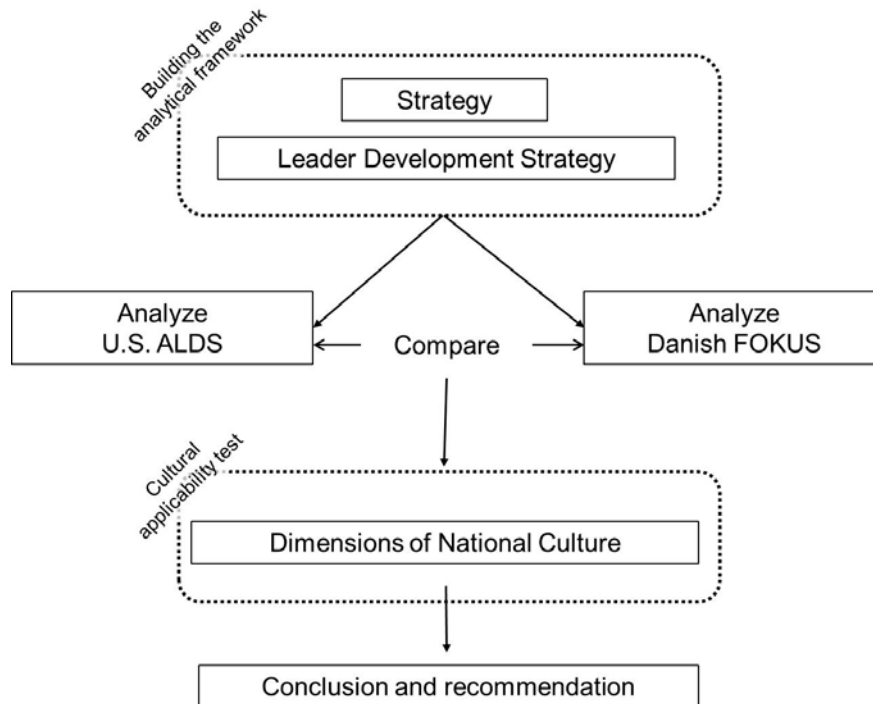


Figure 7. The analytical methodology

Source: Composed by author.

As the thesis topic focuses on leader development strategies, it is vital to discuss and define strategy as the framework for describing, comparing, and analyzing the U.S. ALDS and the Danish Army LDS. The thesis takes its point of origin in a discussion on strategy in general followed by a discussion specifically on LDS. Hence, the thesis examines the U.S. ALDS and the Danish Armed Forces LDS as two case studies. The thesis defines and compares leader development in the U.S. and the Danish armies to legitimize the compatibility. The thesis moves on to describe and compare the Danish

Armed Forces LDS to the U.S. ALDS. To have a theoretical and analytical framework to analyze and access applicable lessons learned, the thesis uses Hofstede's dimensions of national culture to show which elements of the U.S. ALDS are applicable to the Danish Army. Finally, the thesis concludes the findings and recommends changes to the Danish Army LDS. Hence, this thesis is organized in five chapters: Chapter 1 introduces the problem, the research question, the thesis and frames important concepts necessary to create a common foundation on which to read the thesis. Chapter 2 reviews the available literature. Chapter 3 lays out the analytical methodology used to analyze the research question and the research method used to gather necessary information. Chapter 4 describes the U.S. ALDS and the Danish Army LDS, compares the two strategies, and applies the cultural applicability test to assess the findings applicability to the Danish Army. Chapter 5 will provide conclusions, answer the research question, and list recommendations for the Danish Army, the Danish Armed Forces (and perhaps the U.S. Army).

Researching Sources

The following steps have been taken to obtain the necessary information to conduct the problem analysis.

First, the U.S. Army Capstone Concept, Army LDS, and supporting FMs are the basis for describing the ALDS. Other important independent elements of the ALDS are the Warrior Ethos and Army Values. The Center for Army Leadership, Combined Arms Center, Fort Leavenworth publications, and other sources are the point of origin for discussing and further deepening the understanding the ALDS and underlying concepts, policies, and activities.

In Denmark, the primary sources for information are joint publications issued by Defense Command Denmark (the Joint Staff) and any supporting guidance issued by the Danish Army Operational Command (Army Headquarters). The Royal Danish Defence College has the responsibility for leadership and leader development research and development, is the source for questions about the doctrinal foundation for Danish LDS. The Danish Army Military Academy provides information regarding the Army's leader development program during Basic Officers Training and Advanced Officers Training in the Army and the Danish Army Operational Command informs the thesis about leader development execution.

CHAPTER 4

ANALYSIS

The previous chapters introduce and frame this thesis to include the construction of the analytical framework and the applicability test. This chapter analyzes each of the two cases using the analytical framework built and presented in chapter 3. Hence, the thesis compares the cases to draw lessons learned from the U.S. ALDS compared to the Danish LDS.

Analyzing U.S. LDS (ALDS)

The analysis of the U.S. ALDS not only serves as a necessary component of the comparative analysis, it also serves as a validity test to prove the assumption that the U.S. ALDS is a mature and well-developed LDS. The analysis centers around six points of comparison: (1) nesting, (2) ends, ways, and means, (3) senior leadership, (4) capabilities and competencies, (5) action learning and, (6) resources and tools.

As an individual document and strategy, the U.S. ALDS nests very well in the overall strategic framework and context. Furthermore, the ALDS supports the U.S. Army's capstone concepts and takes its point of origin in the Army's mission and the OE. The ALDS nesting in the capstone concept is evident throughout the capstone concept (TRADOC 2009a). The current Army Capstone Concept predates the U.S. ALDS and it is evident through the text that the capstone concept paved the way for the new ALDS. Likewise, the ALDS references the Army capstone doctrine composed of FM 1 and ADP 3-0. The capstone doctrine is the measure by which every decision is taken. Hence, to make a leader development decision, commanders and leaders consult the ALDS for

strategic guidance and the capstone doctrine for purpose, goals, and direction. Likewise, the ALDS takes its origin in a discussion on the current OE as outlined in the capstone documents. The ALDS also touches upon the state of the current Army as out of balance and argues that the execution of leader development is out of balance as well. Hence, with the link to the strategic context, the operational environment, and the current state of affairs, the ALDS is a perfect match for the first point of reference in the analytical framework.

The ALDS clearly outlines the ends, ways, and means of the strategy. The ends are the Army leader characteristics as they progress through their career. The ways are the nine new leader development imperatives, and the means are training, education, and experience. However, the ALDS does not provide a method to prioritize resources when resources are scarce and does not support the overall goal although the ALDS emphasizes that adapted processes must balance risk between current missions and leader development when developing leaders for the strategic level. Summarized, the ALDS matches the second point of reference in the analytical framework with minor discrepancies.

The ALDS emphasizes senior leaders' engagement as mentors and role models. Developing senior leaders who are mentors and who develop subordinate leaders is one of the nine (new) imperatives in the ALDS. Furthermore, senior leaders addressing leader development as an important and prioritized discipline is frequently seen in Army and Joint publications (Dempsey 2011 and Lopez 2011). Similarly, senior leaders, such as GEN Cone and LTG Caslen, all stress the importance of leader development when

speaking to CGSC students at Fort Leavenworth. Thus, the ALDS is a perfect match for the third point of comparison.

Capabilities and competencies are integral parts of the ALDS. The ALDS describes leader qualities, characteristics, attributes, and core competencies, which FM 6-22 further details in the LRM. FM 6-22, Appendix A describes each attribute and core competency in detail, which enables the leader or commander to plan, prepare, execute, and assess focused leader development activities within the unit. Furthermore, the ALDS distinguishes between which competencies company grade officers, field grade officers, and senior officers must possess and further develop within the three domains of training, education, and experience. The thorough and detailed focus on capabilities and competencies makes the ALDS a perfect match for this point of comparison.

Action learning in a social context is acknowledged as essential for developing officers in the U.S. Army. The ALDS recognizes that officers, especially in the early years, most efficiently learn their core competencies as Army leaders as they train their platoons and companies learning to lead by example and develop close ties to the soldiers and civilians they lead (ALDS 2009, 12). Similarly, the leader attribute “presence” infers the interaction with subordinates, peers, and superiors. Hence, the ALDS is a perfect match for action learning.

A well-written strategy is worthless if it cannot be executed by those intended to execute it. Hence, the strategy must make available resources and tools for leaders and commanders who plan and execute leader development activities. In the ALDS system, several tools and resources are available for the leader and commander. FM 6-22 is the keystone leadership field manual for the U.S. Army. As such, FM 6-22 can be used as

inspiration, guide, and curriculum when planning, preparing, executing, and assessing leader development activities. FM 7-0 focuses specifically on developing Army leaders. FM 6-22 outlines the (minimum) content of a unit leader development plan. Furthermore, the Unit Leader Development Handbook, developed by CAL, guides and directs leaders and commanders on how to—step by step—execute leader development activities. Similarly, the Self-Development Handbook advises leaders on how to plan, prepare, execute, and assess personal development plans and achieve personal development objectives. Likewise, the LRM, Army Values, and Warrior Ethos are all very useful references for the leader or commander when planning, executing, or evaluating leader development activities. All three tools present a framework for discussing what right looks like and how to achieve it.

Summarized, the ALDS with underlying tools and resources are a perfect match for the sixth point of reference in the analytical framework.

Table 13. U.S. ALDS – A Summary

Comparative Framework	U.S. ALDS
1. Nesting The Army LDS aligns with and supports the overall capstone documents and strategic directions. It is an individual strategy nested in the strategic context of the leader development environment.	Perfect match
2. Distinction between Ends, Ways and Means. The LDS clearly outlines strategic <i>ends</i> , <i>ways</i> and <i>means</i> . The strategy also provides a link to the leader development environment and provides a tool to balance ends, ways and means in a constraint environment.	Match with minor discrepancies
3. Senior leadership The Army senior leadership actively engages in developing and executing the LDS. The Army recognizes and rewards leaders at all levels, who align with Army values.	Perfect match
4. Capabilities and competencies The LDS is based on capabilities and competencies required for current and future missions.	Perfect match
5. Action learning The LDS acknowledges action learning in a social context as the focus for leader development.	Perfect match
6. Resources and tools Means equals resources and tools available for the organization and the leaders. The tools support the overall ends and ways directly assisting the leader in planning, executing and evaluating leader development activities.	Perfect match

Source: Composed by author.

Analyzing Danish LDS

This section analyzes the Danish LDS based on the six points of comparison:

(1) nesting, (2) ends, ways, and means, (3) senior leadership, (4) capabilities and competencies, (5) action learning and, (6) resources and tools.

As described in chapter 2, no single LDS exists in the Danish Armed Forces. The LDS must be inferred from four different documents. The four documents are not aligned to mutually support each other and are developed by different organizational units in the Danish Armed Forces. The strategy, though, nests in the Danish Armed Forces overall vision as all FOKUS competencies derive from the overall vision. Besides the link to the

vision, no obvious link exists between the Danish LDS and the Danish Capstone Doctrine at the joint level or Army level. Hence, the Danish LDS generally does not match the first point of comparison.

Primarily due to the separation of capstone documents in the Danish LDS, the distinction between ends, ways, and means is less obvious. FKOBST 180-2 provides ends linked to the mandatory training and Army and Joint schools, but does not provide any comprehensive description of an officer at a certain career level. The centralized ways are described, as FKOBST 180-2 details the mandatory schoolhouse training in the Danish Armed Force from RDMA basic training through general staff officers training (Intermediate Level Education equivalent). No publication describes the ends for other domains such as unit or staff experience or education. In general, the ends and ways must be found in several different publications. Likewise, the tools are limited to the FOKUS regimen and whatever system, regimen, or program the local level creates to support leader development. No strategic tool or document provides guidelines to balance ends, ways, and means. Thus, the Danish LDS generally does not match the second point of comparison.

In general, leader development is a focus area for the Danish Armed Forces. The senior leadership, however, is less visible in communicating the importance of leader development. Interviews, articles, or speeches from the top generals in the Armed Forces or the Army very rarely address the topic. A Google search linking the names of senior generals and leader development does not provide any results. Even though Google hardly qualifies as an academic test, it is nevertheless, yet another indicator. If the same search is performed searching ‘Odierno leader development’ or ‘Dempsey leader

development' a series of very relevant results appears. Thus, the Danish LDS generally does not match the third point of comparison.

FOKUS centers around 17 competencies. The 17 competencies serve as the foundation for the OER as well as the IDP. A tool—the tips catalog—provides examples of how different ranks display the competencies to meet the standard. FKOBST 180-1 describes the goals after completing different mandatory training activities such as officers' basic training and captains' career course in the Danish Armed Forces. Three categories describe the goals: knowledge, skills, and competencies. The descriptions are very generic and do not link directly to the OE, the Army's present or future missions, or past experiences. Thus, the Danish Armed Forces LDS matches the point of comparison with minor discrepancies.

The Danish LDS, specifically FOKUS, emphasizes the importance of action learning. The tips catalog emphasizes learning in a social context working with and learning from others as the preferred method to build competencies during daily work. Similarly, FKOBST 180-1 describes the general pedagogical principles that units and instructors employ throughout the Danish Armed Forces. The publication describes the cooperation and interaction between people during learning activities, personal development, acquisition of new competencies, and when building on existing competencies. Therefore, the LDS is a perfect match for the fifth point of comparison.

The Danish LDS significantly lacks pertinent resources and tools to conduct focused leader development activities at the unit level. The centralized training activities, though, are reasonably resourced and conducted in a focused and systematic fashion. The RDMA has developed and continually develops the officers' profile. The officers' profile

is a comprehensive description of the professional officer's values (courage, strength, will, and skills). The profile is a product of the Army's experience in Iraq and Afghanistan (Baunehøj 2010). Although a viable tool to communicate requirements for young officers, only the RDMA uses the officers' profile. The 'big Army' aligns with the Danish Armed Forces overall values of credibility, openness, trust, independence, and responsibility. Although important and admirable values suitable for a government organization, the values do not align with the everyday life of a soldier and with the Army as a warfighting organization. At the unit level, no specific tools are available for the commander to execute leader development activities. The publication FKOBST 180-1 *Pædagogiske Principper for Forsvaret* in general terms outlines how to plan, prepare, execute, and assess any activity in the Danish Armed Forces. As a conceptual tool to plan activities, the publication is well written. However, the individual commander at company or battalion level must 'fill in the blanks' to create a unit leader development program. Similarly, the publications describing leadership are kept in general terms and are not directly transferable to a unit leader development program. The only tool with specific advice on which activities to execute, is the tips catalog from FOKUS. The advice on how to develop competencies, though, is kept in general terms and not related to other Army activities, the OE, or the Army missions. In conclusion, the publications supporting commanders in planning, preparing, executing, and assessing leader development activities are kept in general terms and require a substantial amount of attention and work for a company or battalion commander to develop a sound leader development program at the unit level. Thus, the sixth point of comparison generally does not match.

Table 14. Danish ALDS – A Summary

Comparative Framework	Danish ALDS
1. Nesting The Army LDS aligns with and supports the overall capstone documents and strategic directions. It is an individual strategy nested in the strategic context of the leader development environment.	Generally does not match
2. Distinction between Ends, Ways and Means. The LDS clearly outlines strategic <i>ends</i> , <i>ways</i> , and <i>means</i> . The strategy also provides a link to the leader development environment and provides a tool to balance ends, ways and means in a constraint environment.	Generally does not match
3. Senior leadership The Army senior leadership actively engages in developing and executing the LDS. The Army recognizes and rewards leaders at all levels, who align with Army values.	Generally does not match
4. Capabilities and competencies The LDS is based on capabilities and competencies required for current and future missions.	Match with minor discrepancies
5. Action learning The LDS acknowledges action learning in a social context as the focus for leader development.	Perfect match
6. Resources and tools Means equals resources and tools available for the organization and the leaders. The tools support the overall ends and ways directly assisting the leader in planning, executing, and evaluating leader development activities.	Generally does not match

Source: Composed by author.

Comparative analysis and potential lessons learned

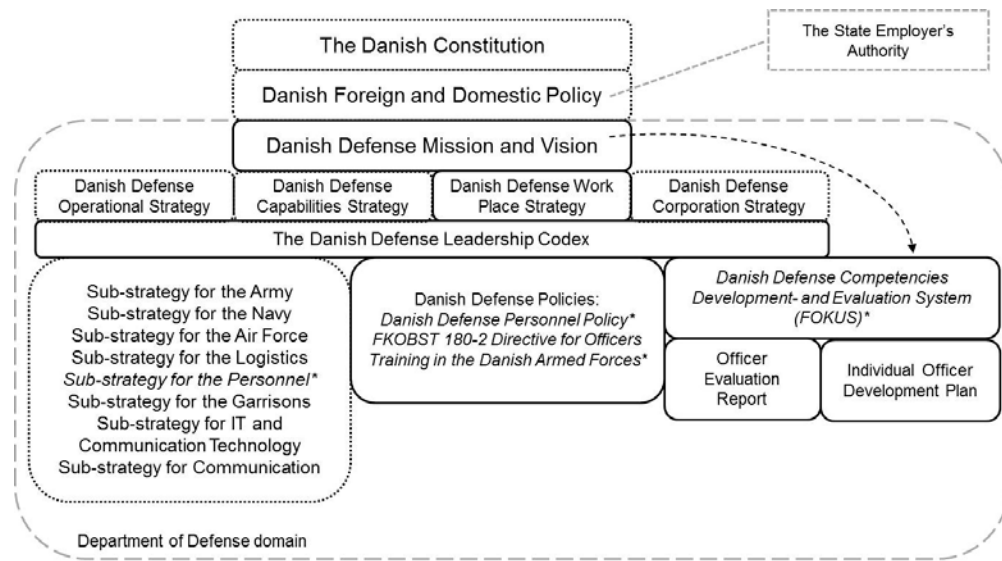
An analysis of the U.S. ALDS and the Danish Armed Forces LDS makes it possible to compare the two strategies. Table 15 compares the two strategies on the six points of comparison. A direct comparison shows that there are potential lessons to learn in five out of six points of comparison: nesting; distinction between ends, ways, and means; senior leadership, capabilities and competencies; and resources and tools. Even though the fifth point of comparison, action learning, is a perfect match in both case studies, it does not mean lessons cannot be learned. As the aim of this thesis is to propose recommendations to improve the Danish LDS, though, the thesis does not pursue a perfect match in the Danish LDS for improvements.

Table 15. Comparative Analysis – A Summary

U.S. ALDS	Comparative Framework	Danish LDS
Perfect match	1. Nesting The Army LDS aligns with and supports the overall capstone documents and strategic directions. It is an individual strategy nested in the strategic context of the leader development environment.	Generally does not match
Match with minor discrepancies	2. Distinction between Ends, Ways and Means. The LDS clearly outlines strategic <i>ends</i> , <i>ways</i> and <i>means</i> . The strategy also provides a link to the leader senior leadership, development environment and provides a tool to balance ends, ways and means in a constraint environment.	Generally does not match
Perfect match	3. Senior leadership The Army senior leadership actively engages in developing and executing the LDS. The Army recognizes and rewards leaders at all levels, who align with Army values.	Generally does not match
Perfect match	4. Capabilities and competencies The LDS is based on capabilities and competencies required for current and future missions.	Match with minor discrepancies
Perfect match	5. Action learning The LDS acknowledges action learning in a social context as the focus for leader development.	Perfect match
Perfect match	6. Resources and tools Means equals resources and tools available for the organization and the leaders. The tools support the overall ends and ways directly assisting the leader in planning, executing, and evaluating leader development activities.	Generally does not match

Source: Composed by author.

The nesting point of comparison shows a perfect match on the U.S. ALDS and a generally does not match on the Danish LDS. By examining the structure of the publications and the interdependent hierarchy between the publications (see figure 8), the difference in structured nesting is obvious. The U.S. ALDS adheres to a strict hierarchy, where one level supports the next. Likewise, the ALDS as a supporting strategy to the U.S. Army's capstone doctrine, aligns with the capstone doctrine and takes its point of origin in the doctrine as well as the OE, and present and future missions.



- * Affects Army Leader Development.
 Affects personnel policies, competency and leader development through central government regulations.
 Affects Army leader development directly.
 ----> The competencies used to assess and develop Danish Army officers are derived from Danish Defense Mission and Vision.

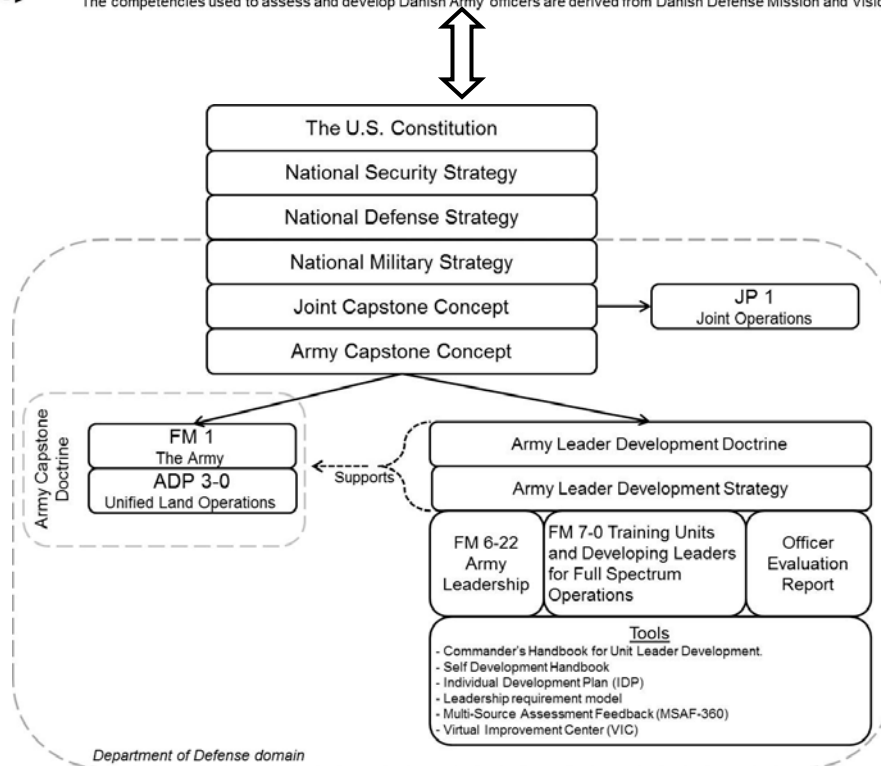


Figure 8. Hierarchy comparison

Source: Composed by author based on figures 3 and 6 in this thesis

The Danish LDS, on the other hand, must be inferred from several different documents without any clear interdependency or clear supporting function to capstone doctrine. Therefore, the most obvious potential lesson identified for the Danish Armed Forces is to create an overarching strategic document, which details ends, ways, and means for all services. The strategic document (strategy) must adopt a comprehensive approach to developing Danish military (and civilian) leaders and define the domains suitable for the Danish Armed Forces to administer.

The distinction between ends, ways, and means point of comparison shows a match with minor discrepancies in the U.S. ALDS and a generally does not match in the Danish LDS. The U.S. ALDS builds on the strategic concept of ends, ways, and means. Once again, the Danish description of ends is very generic and does not link to the OE or the Army's mission. The FOKUS regimen's end is simply to provide the organizations in the Danish Armed Forces the possibility to identify, acquire, and develop the necessary competencies. Hence, the potential lesson identified is, as described in the first point of comparison, to develop an overarching strategy nested in the context, which clearly states ends, ways, and means.

The senior leadership point of comparison indicates a perfect match in the U.S. ALDS and a generally does not match in the Danish LDS. One obvious point of difference is the U.S.'s distinct emphasis on the military and civilian leader as the key to overcome future challenges the U.S. Army faces. The leader is the key to being a step ahead of the enemy as well as the key to unlocking the mysteries of an ever-changing and complex OE. Similarly, the leader must remain physically and mentally fit, be agile and adaptive, and take good care of the family. With that mental picture in mind, it is natural

to develop a comprehensive strategy to support leader development. Likewise, it is natural for the senior leadership to focus on leader development in speeches, articles, and personal appearances. In the Danish Army and Danish Armed Forces, the senior leadership generally communicates with the organization (internal communication) through the chain of command, internal magazines, and occasional speeches. Rarely are messages regarding leadership or leader development on the agenda. To exemplify, no articles or editorials in the 2011 and 2012 editions of the Danish Army magazine *Hæren* (The Army) (HOK 2011/2012) addresses leadership or leader development even though 2011 yet again was a year with major challenges in the Danish Army. Two editorials by the chief of the Danish Army addressed the changes from being a deployed Army to a trained and ready Army, the changes in the Danish Army in Helmand Province, Afghanistan, from combat-focused to training, and mentoring-focused. Neither editorial addressed leadership or leader development as important aspects of success in the two endeavors. This is by no means an example of a general officer without focus on leadership, more an example of a general Danish tradition of not publicly identifying leadership and leader development as key to success. The task is obvious. A deliberate effort must redefine the Danish perception of leader development and the senior leadership must actively partake in leading the change and renew the focus on leader development and leadership as an indisputable cornerstone of the Armed Forces and the Army to recognize leadership as an integral part of any problem.

The capabilities and competencies point of comparison shows a perfect match in the U.S. ALDS and a match with minor discrepancies in the Danish LDS. Even though the Danish FOKUS offers a comprehensive and up-to-date competency framework, the

link to the Army mission and the OE is less obvious. Again, the generic character of the competencies definitions and the suggestions of ways to develop the competencies detach the system from the soldiers' reality in Army units and international deployments. The American OER, for example, evaluates the individual officers' attributes, skills, and actions in a system that supports the Army Capstone Concepts. Granted, FOKUS spans across the services and supports the entire Danish Armed Forces. Consequently, a more generic framework is natural compared to the Army-focused system found in the U.S. Army. Hence, it must be the Danish Army's task to translate joint generic definitions and descriptions to Army reality. Such a translation is a centralized task, i.e. in the Army Operational Command. Accordingly, tasks relating to leader development belong to an element at the Army Operational Command.

The resources and tools point of comparison indicates a perfect match in the U.S. ALDS and a generally does not match in the Danish LDS. Again, resources and tools support every element of the U.S. ALDS from field manuals (FM 6-22 and FM 7-0) with included tools and handbooks to support each domain. FM 7-0 details how to design, plan, prepare, execute, and assess a unit leader development program. The Danish LDS is reliant on the FOKUS framework. No other tools exist to support the leader or commander in developing military leaders. The potential lesson identified is once again at the practical level. The Danish Army should develop tools to assist leaders and commanders in the planning, preparation, execution, and assessment of leader development activities. Tools such as Commander's Unit Leader Development Handbook, centralized curriculum, online-supported personality tests, and interpretations of the tests are examples of specific tools leaders and commanders could benefit from

during planning, preparation, and execution of leader development activities. Likewise, a personal development domain could be instituted to give purpose and direction for officers pursuing leader development goals on their own time.

The potential lessons identified can be summarized as: (1) Develop an overarching strategic document, which details ends, ways, and means for all services. (2) Redefine the Danish perception of leadership and leader development and engage senior leadership in promoting leader development. (3) Designate an element within Army Operational Command responsible for leader development and for being the link between the joint level and the Danish Army. (4) Develop tools for leaders and commanders to assist and smooth the planning, preparation, execution, and assessment of leader development activities in units. Likewise, develop a personal development domain to give purpose and direction for officers pursuing leader development goals on their own time.

Having identified potential lessons identified from the U.S. ALDS, the thesis conducts the cultural applicability test to ensure that cultural differences do not hinder successful application of the lessons learned.

Cultural applicability test

The previous sections of analysis identified numerous potential lessons identified. To test whether the lessons learned are relevant and realistic to recommend as additions to the Danish Armed Forces LDS, an applicability test is necessary. Chapter 2 identified four dimensions of national culture likely to affect the applicability.

Dimension: Masculine vs. Feminine

The predominant feminine preference in the Danish national culture could potentially affect two potential lessons identified. First, the renewed focus on leaders, leadership, and leader development may be in contrast to a culture where serving others, striving for consensus, and intuition are drivers in society. A deliberate communication effort, though, could mitigate that risk. Second, an introduction of a self-development domain, i.e. officers spending their own time and potentially their own money on developing competencies relevant for their profession, stands in contrast to a culture where people work in order to live as oppose to live in order to work. Any attempt to make self-development mandatory will most likely been seen as an interference with the officer's personal life and time. In the U.S. system, however, self-development is seen more as an expectation than a requirement, a mindset close to the Danish officers' mentality. A way of mitigating the risk is a reward system acknowledging competencies acquired on the officer's own time and dime.

Dimension: Power Distance

The preference for low power distance in the Danish society potentially affects two identified lessons. First, the idea of a tight hierarchy does not match the notion of hierarchy for convenience. In a military organization, though, hierarchy is accepted and there is an inherent understanding of the necessity for hierarchy. Thus, military culture should override preferences in national culture. Similarly, renewed focus on the leaders in a culture which emphasizes minimal inequality and equal rights may not serve the original purpose: to revitalize the senior leadership focus on leader development.

Dimension: Short Term vs. Long Term Orientation

The preference for long-term orientation in the Danish society only affects one potential lesson identified. Being very prescriptive by developing tools for the company and battalion level may, in a society that believes a problem or problem set has many solutions, be viewed as limiting and constraining by the Danish officers. On the other hand, any tool that will assist in coping with the vast amount of tasks put on the leadership at all levels will most likely be welcomed enthusiastically.

Dimension: Uncertainty Avoidance

The low Danish preference for uncertainty avoidance affects two potential lessons identified. First, in a society where hard work is not a virtue per se and there is a general relaxed attitude towards work, it will be difficult to instigate a self-development domain. Similarly, a preference for as few rules as possible makes resistance against more directives and mandatory tools at unit level less attractive. Again, though, the military organizations' character mitigates that risk substantially.

To conclude the cultural applicability test, one issue stands out. The possibility to establish a self-development domain, where career, awards, and jobs depend on what and how much of the officer's own time she or he spends on self-development activities is less likely to gain support from the officers and the union representing the officers due to the identified difference in national culture relating to the predominant feminine preference in the Danish society. However, the possibility to address life-long learning as an obligation for any officers, as done in the U.S. ALDS, is likely to articulate a mindset already present in the Danish Armed Forces. Any issues concerning the other three

potential lessons identified are mitigated by the fact that a military organization in many aspects stands in contrast to the general Danish cultural preferences.

This chapter has analyzed the two cases—the U.S. ALDS and the Danish LDS—according to the analytical framework presented in chapter 3. Furthermore, the potential lessons identified during the analysis have been put into a national and cultural context using the cultural applicability test. The following chapter will conclude this thesis and state final recommendations for the Danish Armed Forces and the Danish Army.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This thesis asks the question: What lessons can the Danish Armed Forces, specifically the Danish Army, learn from the U.S. Army Leader Development Strategy? To examine the question, the thesis uses the research model depicted in figure 9. Chapter 4 details the results of the analysis.

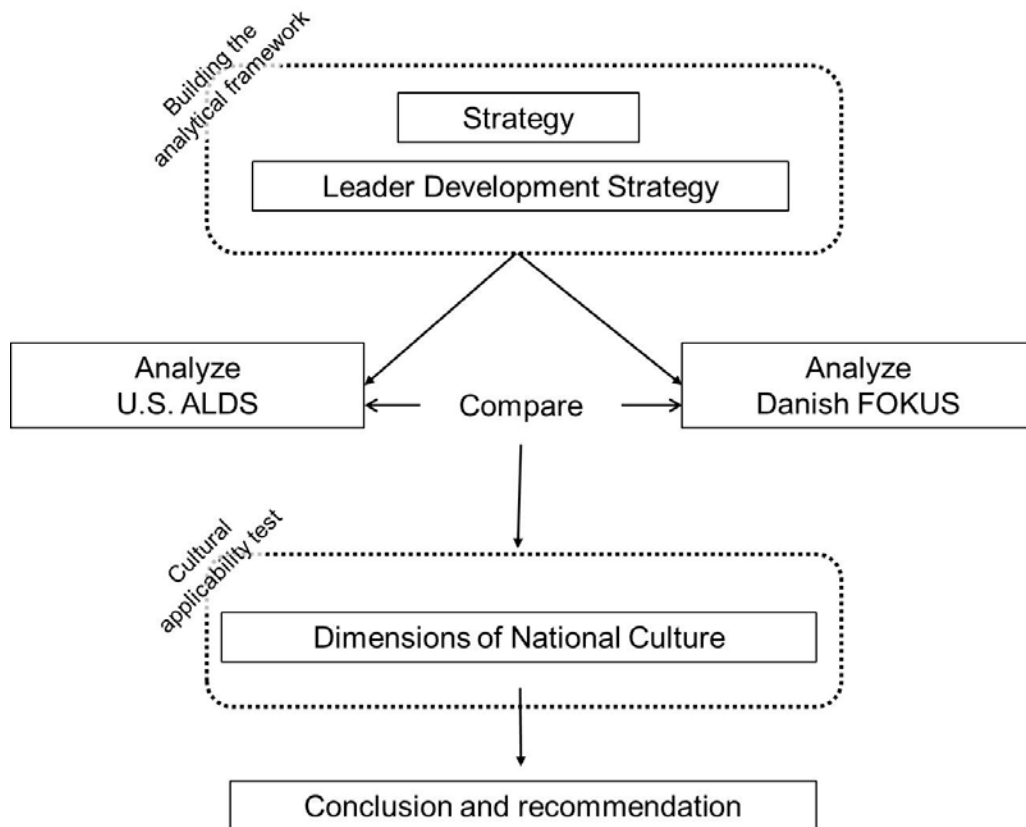


Figure 9. The analytical methodology

Source: Composed by author.

This chapter outlines the conclusions and recommendations to the Danish Armed Forces and the Danish Army. As described in chapter one, the Danish LDS is joint. Conclusions regarding the Danish LDS therefore pertain to the joint level in the Danish Armed Forces. Some subjects, though, are related to very Army-specific characteristics, which derive from the unique Army missions and OE. Therefore, this thesis will conclude and make recommendations at two levels; the joint level and the Army level.

Conclusions

Chapter 4 identified four potential lessons learned. First, the Danish Armed Forces should develop an overarching strategic document, which details ends, ways, and means for all services. The document must tie existing documents and systems together in an comprehensive strategy relevant to all services. Second, the Danish Armed Forces must redefine the Danish perception of leadership and leader development and engage senior leadership in promoting leader development. Such a redefinition will enable senior officers and commanders to link any mission or problem to the leader development strategy, hence paving the way for focused leader development activities. Third, at the organizational level, the Army Operational Command must link the joint and centralized leader development efforts with the activities in the units preparing for deployment or training for contingencies by designating an element within Army Operational Command responsible for leader development and for being the link between the joint level and the Danish Army. Fourth, the Danish Army must support leaders and commanders executing leader development by developing tools for leaders and commanders to assist and smooth the planning, preparation, execution, and assessment of leader development activities in

units. Likewise, develop a personal development domain to give purpose and direction for Army officers pursuing leader development goals on their own time.

Recommendations

This thesis is based on the existing systems within the Danish Armed Forces and the Danish Army. Given the fact the Danish Armed Forces are in resource constrained times facing a considerable draw down, this thesis' recommendations are provided with due diligence to what is deemed to be realistic and possible to implement in such times. The following recommendations are based on this premise and divided into joint recommendations and Army recommendations.

1. Joint. Institute an overarching leadership development strategy to include the following elements: Ends, ways and means, definition of learning domains, definitions of leader development and leadership development and the relationship between the two; link to the operational environment and the Danish capstone documents (field manuals etc.), link between the strategy, FOKUS and FKOBST 180.1 and developmental goals for all ranks (annexes), and officer's profile (perhaps service specific).
2. Joint/Army. Refocus joint and Army communication to include leadership as an integral part of any problem.
3. Army. Designate a specific organizational element within the Army Operational Command with leader development and leadership development as their main responsibility. The mission is to ensure the joint leader development strategy is translated into Army specifics and that prudent tools and processes support the execution of leader development activities.

4. Army. In leader development, execution is everything. The Army must develop tools to support the execution of leader development activities at the company and battalion level. Similarly, develop templates and descriptions for unit leader development plans, leader development activities, and assessment of the activities. Prudent drivers of Army leader development activities are Army values, warrior ethos, and an officer's profile. As argued, the joint values do not fully support the Army missions, and the Army must develop its own set of values to support the molding of young (and older) officers to meet the Army standards.

So, now what?

The four recommendations listed above can all be initiated independently although the effect will be greatest if they are implemented as a whole. The strategy most likely is a joint venture between Personnel Education and Policy Branch at Defense Command Denmark, Danish Defense Personnel Organization and the Danish Defense Academy. The renewed communication effort is most likely a job for the joint staff supporting the Chief of Defense, but can also be initiated solely in the Army. The organizational change in the Army Operational Command can be implemented by the Army itself. Likewise, developing tools to support leader development can be initiated in the Army working close with the Danish Defense Academy. Obviously, writing the strategy is a comprehensive work, which must take place at the appropriate strategic level. Other aspects, though, will require involvement of the officers, NCOs and enlisted soldiers to create buy-in. New Army values and warrior ethos must epitomize the

soldier's life, and experience to give meaning to a professional soldier and provide a solid foundation for leader development activities.

Suggestions for future research

To some extent, this thesis explores an interesting area, where organizational culture meets dimensions of national culture. The thesis argues the Danish Army's organizational culture in some cases, such as acceptance of hierarchy, overwrites the Danish national cultural preference for as little hierarchy as possible. The argument is based entirely on an assumption as Hofstede argues nationality defines organizational culture (Hofstede 2005, 275). The assumption is not proved by sources in the thesis or by original research. This poses an interesting questions. How does an army's organizational culture relate to that country's national culture?

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